URBAN/MUNICIPAL

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Apr.
[redacted] 1988 -

AGENDA OF THE SPECIAL EDUCATION ADVISORY COMMITTEE OF THE BOARD OF EDUCATION

Incomplete

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

URBAN MUNICIPAL
APR 19 1988
GOVERNMENT DOCUMENTS

April 1988

SPECIAL MEETING

1988 04 13.

TO THE CHAIRMAN AND MEMBERS,
SPECIAL EDUCATION ADVISORY COMMITTEE,
(Trustees Baskin, Deans, Desmarais and Van Horne; Mesdames Bishop, Masters, Oommen and Trott; Misses Dalziel and Knol; Drs. Brennan and Jacobs; Messrs. Foster and Ormerod).

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1988 04 20 at 19:00 hours at the Education Centre.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

A. J. Krever,
Director of Education
and Secretary.

fd
Attachment.

Notice to all Trustees and Representatives.

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1988 04 20

Confirmation of the minutes of the last meeting - 1988 03 16

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update:

Mrs. Judith Bishop
Ham.Council of Home & School Assoc.

Dr. Wendy Brennan
Ontario Psychological Association

Dr. Joseph Jacobs
Hamilton & District Association for the Mentally Retarded

Miss Nalda Dalziel
Hamilton & District Society for Disabled Children

Mr. Lynn Ormerod
Canadian Hearing Society

Mr. Geoff Foster
Parents' Committee, CNIB

Mrs. Judy Masters
Hamilton & District Parents of Physically Handicapped Children

Miss Doreen Knol
Association for Bright Children

Mrs. Sylvia Trott
Assoc. for Children and Adults with Learning Disabilities

Mrs. Frances Oommen
Down's Syndrome Assoc.of Hamilton

Dr. Philomena Newberry
Community Resource

2. Selection process - Educational Assistants

3. Terms of Reference - Pro Tem Committee

4. Conduct Disorders (please bring distributed materials from last meeting)

5. Special Education Review - French Language Education Council

6. Update - Operation Employability

New Business

1. In-service Training -
   - regular staff
   - special education staff

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN MUNICIPAL
JUN 23 1988
GOVERNMENT DOCUMENTS
CA4 ON HBL W2
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1988

Agenda of the Special Education Advisory Committee of the Board of Education . . .

1988 06 08.

June 1988

TO THE CHAIRMAN AND MEMBERS,
SPECIAL EDUCATION ADVISORY COMMITTEE,
(Trustees Baskin, Deans, Desmarais and Van Horne; Mesdames Bishop, Masters, Oommen and Trott; Miss Dalziel and Ms. Knol; Drs. Brennan and Jacobs; Messrs. Foster and Ormerod).

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1988 06 15 at 19:00 hours at the Education Centre.

The annual SEAC dinner will be served at 17:45 hours in the lower auditorium of the Education Centre prior to the agenda portion of the meeting which will begin at 19:00 hours in rooms 131, 131 A and B (usual meeting room).

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

A. J. Krever,
Director of Education
and Secretary.

fd
Attachment.

Notice to all Trustees and Representatives.

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1988 06 15

Confirmation of the minutes of the last meeting - 1988 05 18

BUSINESS ARISING OUT OF THE MINUTES

GENERAL

1. Member Organization Update:

Mrs. Judith Bishop Ham.Council of Home & School Assoc.	Mr. Jeff Foster Parents' Committee, CNIB
Dr. Wendy Brennan Ontario Psychological Association	Mrs. Judy Masters Hamilton & District Parents of Physically Handicapped Children
Dr. Joseph Jacobs Hamilton & District Association for the Mentally Retarded	Ms. Doreen Knol Association for Bright Children
Miss Nalda Dalziel Hamilton & District Society for Disabled Children	Mrs. Sylvia Trott Assoc. for Children and Adults with Learning Disabilities
Mr. Lynn Ormerod Canadian Hearing Society	Mrs. Frances Oommen Down's Syndrome Assoc. of Hamilton
Dr. Philomena Newberry Community Resource	

2. Board Update

3. Transportation Report

4. Fire Procedures Update

5. Accessibility Report Update
   - •recent alterations
   - •location of Physically Handicapped students
   - •projections

6. Professional Activity Days (pages 1-3)

7. Deaf Education - Private Member's Bill

8. Special Education in Secondary Schools D. Hutton

NEW BUSINESS

1. 1988-1989 SEAC Priorities (page 4)

2. Chairman's Annual Report to SEAC

100 Main Street West
Hamilton, Ontario L8P 3J3
1988 06 15

To the Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Professional Activity Days

Enclosed is a list of the Professional Activity days for the Board of Education for the City of Hamilton in accordance with the Ministry requirements for the School year 1988-1989.

Professional Activity days are designed to provide stimulating and professionally rewarding experiences so that staff can continue to be current and deliver quality education programs for our students.

Members of the Special Education Advisory Committee are welcome to attend any such Professional Activity Day programs in which they are interested and would like to participate.

It is hoped that through such sharing of information, techniques and strategies we will continue to collectively support new and progressive program initiatives that will address the diverse needs of our students.

Yours truly,

Peter S. Beveridge
Superintendent of Curriculum and
Special Services (Designate)

PROFESSIONAL ACTIVITY DAYS

1. School oriented in-service; programme planning, implementation and evaluation

2. Supervisors of Curriculum and Instruction conduct broad curriculum in-service programmes

3. Parent/Teacher interviews to promote better understanding and communication between the schools and the community they serve.

4. Year End - Days used for evaluation, orientation and school closing -- elementary

5. "Turn-around" or Year-end days (secondary): evaluation of the semester just ended and organization for the ensuing semester.

6. Hamilton Teachers' Federation - develops Professional Development Day for its members

7. Ontario Secondary School Teachers' Federation or AEFO -- develops Professional Development Day for its members.

1988 - 1989 PROFESSIONAL DEVELOPMENT DAYS

DATE	ELEMENTARY ALTER-ED & T.R.	VOCATIONAL	COMPOSITE	G.P.VANIER	ALTER-ED
Sept. 19	(1) In-School				
Oct. 3	(1) In-School				
Oct. 28		(2) Supervisors	(2) Supervisors	(2) Supervisors	(2) Supervisors
Nov. 4	(2) Supervisors Middle School 1 In-School(JK-6)				
Nov. 14	(6) H.T.F.				
Nov. 30	(3) Interviews (JK-8)				
Jan. 27 (Mountain)	(2) Supervisors (JK - 8)				
Jan. 27, 30 31		(5) Turn Around			
Jan. 30, 31			(5) Turn Around	(5) Turn Around	
Feb. 3 (Lower City)	(2) Supervisors (JK - 8)				
Mar. 8	(3) Interviews				
May 1		(7) O.S.S.T.F.	(7) O.S.S.T.F.		(7) O.S.S.T.F.
May 12				(7) A.E.F.O.	
June 7	(3) Interviews				
June 27-30		(5) Year End			
June 26-30			(5) Year End (1 Day - Sups)	(5) Year End	(5) Year End
June 30	(4) Year End				

SPECIAL EDUCATION ADVISORY COMMITTEE

SUGGESTED PRIORITY AGENDA ITEMS
(alphabetically)

1. Behavioural Exceptionalities
2. Budget process - implications
3. EASL/D re exceptional students
4. Educational Assistants assigned to Special Education Programs
5. Exceptional Pupils (preparation/entry/leaving)
6. Operation Employability
7. Orthopaedically Handicapped - student/schools
8. Update on Re-organization - implications
9. Vocational Schools

1988 06 15

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A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1988 09 14

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update:

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Ham.Council of Home & School Assoc.

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Parents' Committee, CNIB

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Mr. Lynn Ormerod
Canadian Hearing Society

Mrs. Frances Oommen
Down's Syndrome Assoc. of Hamilton

Dr. Philomena Newberry
Community Resource

2. Transportation Report

3. Legal advice (able-bodied students) (page 2)

4. Home & School Association response to Radwanski (pages 3-5)

5. Communication to and from Ministry re effects of OS:IS on exceptional students (pages 6-8)

6. SEAC Involvement in In-service

7. Input to the DART Review Committee

8. Four-track Tapes

New Business

1. Board Update

2. Introduction of Assistant Superintendent, Special Services

ELEMENTARY/SECONDARY

New Business

1. Priority Item: ESL/D - Program

The Board of Education for the City of Hamilton

OFFICE OF THE
ASSOCIATE DIRECTOR

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONT.
TELEPHONE (416) 527-5092

1988-07-06

Mr. Ian Gordon,
Evans Philip,
1 King West, 16th Floor,
Hamilton, Ontario,
L8P 1A4

Dear Mr. Gordon:

At a meeting of the Board of Education for the City of Hamilton, 1987-11-10, a series of recommendations aimed meeting the needs of disabled students was accepted. Several of these recommendations required us to revise our school fire procedures. One of the recommendations directed our officials to "take legal advice on the question of able-bodied students or staff helping disabled persons in a fire alarm situation".

Our school fire procedures are written in the form of an Operating Procedure titled *Fire Safety Plan: Emergency Procedures, Fire Drills* . In this procedure, the principal is responsible for having an evacuation plan for each disabled student. These plans are to be developed in cooperation with the Fire Department's School Liaison Officer and each disabled person's therapist, appointed through Home Care. We anticipate that, in the process of developing individual evacuation plans, a question may arise regarding the advisability of using able-bodied students and/or staff to assist during an emergency evacuation or an evacuation drill.

Two items are enclosed: an excerpt from the Board of Education Minutes containing the recommendations adopted by the Board, and Operating Procedure #8, *Fire Safety Plan: Emergency Procedures, Fire Drills* . I would be pleased to have you examine these materials and give us advice on the matter.

Sincerely,

J. Marsden Eedson
Administrative Assistant to the
Associate Director of Education

cc. K. A. Rielly
P. S. Beveridge

Hamilton Council of Home and School Associations

Ontario Study of the Relevance of Education,

and the Issue of Dropouts

(Radwanski Report).
June 1988.

General Response

The first students who have completed their secondary education under the requirements of OSIS are just beginning to graduate from the school system. OSIS has required all boards of education to write seperate curriculum for general, advanced and basic students, and replaced the old Grade 13 courses with OACs which require a component of individual study in each subject. Therefore, at considerable expense to the tax payer, and time and energy from educators, new curriculum have just been completed. OSIS has also doubled the number of compulsory subjects that a student must take to graduate. Before yet another expensive new structure for secondary education is proposed, it would be appropriate to evaluate over the next four years the outcomes of the OSIS approach in terms of both the students' achievements and the students' drop-out rates. Any new structuring of secondary education should have evaluation components built in. The Radwanski Report has assumed, without this kind of empirical data, that streaming into advanced, general, and basic levels is one of the factors leading to a high drop-out rate of students from school in the province. The report has advocated even more compulsory subjects for all students, without analysing the effects of the present new compulsory requirements on students' drop-out rates. These deficiencies weaken the central arguments of the Report.

Content of curriculum. (Recommendations 1 - 3).

The Hamilton Council of Home and School Associations agrees that there should be more emphasis on content, in provincial guidelines to boards of education, and less on process.

Drop-Outs from Education. (Recommendations 4-14)

The Council recognises that there will always be a number of students who do not enjoy academic programs, who will wish to leave school as soon as they are able, and for whom the present Certificate of Attainment serves a useful purpose (recommendation 4). However, the Council concedes that there is a major problem of too many students dropping out of school before they complete their Grade 12 diploma. There is concern that the rate varies

considerably between boards of education, which suggests that programs, school climate, and rapport between teachers and students do have a role to play in keeping students in school, along with the home environment.

Although the recommendation of a mentor for each student is attractive (recommendations 9 and 10), the Council believes that it would be impractical and expensive. However, the Council would like to see the role of the Home Room teacher strengthened in secondary schools, so that a teacher assigned to no more than 35 students would oversee their attendance and marks, and take an interest in their general development. It is assumed that the assigned teacher will also teach the students in at least one subject area.

Many teachers take their teaching responsibilities very seriously and provide out-of-class assistance to students having difficulties, on a regular basis. But there is a need for additional support from Learning Resource teachers in the secondary schools (recommendation 11).

The provision of child care facilities for the children of students is seen as a valuable service (recommendation 13), which may help single mothers to remove themselves from the cycle of little education, so few employment possibilities, and hence poverty. The Hamilton Board has a child care centre for students at Caledon school; perhaps this would be a good time to evaluate the program, and if evaluation is positive, to consider a further centre.

We feel that the monitoring of students who fail to return in the fall, or who drop out in the school year, would be a worthwhile task (recommendation 14).

Elementary Education (Recommendations 15-26)

The Council recommends that all boards of education offer Junior Kindergarten, which starts at 3 years and 8 months, but does not see the need for universal programs before this age (recommendation 15). However, there should be an extension of the present system for children who have impaired hearing, which allows boards to provide programs from an early age, to other exceptional children and those with special social needs. These children would benefit from an early educational involvement, perhaps using the Portage Model.

Council objects to any practice which would impose a rigid teaching process on teachers. Homogeneous groupings of students by ability is a valid method of addressing students' needs. Handled appropriately it can provide students with self esteem. The quick and the slow need to have opportunities to progress at their own natural rates. It is also possible that a student may

be placed in a 'high' level group for one subject and a 'low' group for another (recommendation 19.)

Council is nervous about the return of standardised tests, as there is no wish to return to the previous system of provincial testing (recommnedations 23 and 24).

Council cannot support compulsory summer remediation (recommendation 25); children need time to themselves, and resentment and stigma do not encourage progress or lead to self esteem.

Streaming and Credits (Recommendations 27 and 28)

The general comments at the commencement of this response indicate that a firm decision cannot be made about streaming until the present system has been evaluated. However streaming at the secondary level does provide for opportunities for meeting the needs of above and below average students. If changes are needed, they may be to make it easier for the student to take one subject at one level, and another at a higher or lower level. The abolishment of the credit system would further encourage the dropping out of students from the educational system, as any long absence or failure would result in a year of work having to be made up, and so the recommendation cannot be supported.

Organisation of Schools (Recommendation 29)

This recommendation is not supported, as schools should retain the right to organise themselves to meet the needs of their students as they see fit. Stable heterogeneous class groupings could provide a sense of belonging that many students need, but they could also be too constraining for restless adolescents, and create rigidities in timetabling. Other methods can be used to achieve the desired end.

Part Time Work and Extra-Curricula Activities (Recommendations 31 and 34)

Council recognises that too much employment interferes with school work and extra-curricular activities, which are both valued by parents. However, some students are unable to attend school without having income derived from employment. We note that many students who drop out before graduation come from low income families.

The Board of Education for the City of Hamilton

OFFICE OF THE
DIRECTOR OF EDUCATION AND SECRETARY

MAILING ADDRESS
P.O. BOX 558
HAMILTON, ONT.
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONT.
TELEPHONE (416) 527-5092

1988 07 21

The Honourable Chris Ward
Minister of Education
22nd Floor, Mowat Block
900 Bay Street, Queen's Park
Toronto, Ontario M7A 1L2

Dear Mr. Minister:

The Special Education Advisory Committee and the Board of Education for the City of Hamilton are continuously seeking greater educational opportunities and more effective placement and programming for our students.

As a result of discussions relative to the Radwanski Report, in its June meeting, the following recommendation was made by SEAC and supported by the Board:

"That, through the Board, the Special Education Advisory Committee requests the Ministry of Education to track the effects of OS:IS on exceptional students for the next four years."

With respect to exceptional students, questions such as the following may well have to be addressed in the future:

•Do these students now have greater difficulties obtaining a secondary school diploma?

•What is the drop-out rate of these students?

•What additional stress, if any, has the increased credit demand, under OS:IS, placed on these students?

•Are four substitute credits sufficient and reasonable to deal with the special needs of these students?

•How are exceptional students in vocational schools progressing under OS:IS?

It is the sincere hope of the Special Education Advisory Committee that, before any new strategies are adapted, a basis of statistically significant data is accumulated with respect to exceptional students so that their individual needs and unique requirements can be satisfactorily addressed.

Yours truly,

A. J. Krever
Director of Education and
Secretary of the Board

c.c. K. A. Rielly
A. Stockwell

Ontario

Minister
Ministre

Ministry
of
Education

Ministère
de
l'Éducation

(416) 965-5277

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

August 24, 1988

Mr. Keith A. Rielly
Director of Education and
Secretary of the Board
The Board of Education for
the City of Hamilton
P. O. Box 558
Hamilton, Ontario
L3N 3L1

AUG 31 1988

Dear Mr. Rielly:

I am writing in response to Mr. A. J. Krever's letter of July 21, 1988, regarding the recommendation of your board's Special Education Advisory Committee.

A copy of Mr. Krever's letter has been sent to Mr. David McKee, Director of the Special Education and Provincial Schools Branch, and Mr. Tom Tidey, the Project Manager of this ministry's Student Retention and Transition Project. I have requested that this recommendation be placed on the agenda of the next meeting for discussion by the members of the project team.

Thank you again for writing and informing me of your concerns regarding exceptional students in the secondary schools.

Yours sincerely,

Chris Ward
Minister

CA4 ON HBL W26
A37

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1988 11 16

Confirmation of the minutes of the previous meeting - 1988 10 19

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update:

Mrs. Judith Bishop
Ham.Council of Home & School Assoc.

Mr. Jeff Foster
Parents' Committee, CNIB

Dr. Jeffers Toby
Ontario Psychological Association

Mrs. Judy Masters
Hamilton & District Parents of Physically Handicapped Children

Dr. Joseph Jacobs
Hamilton & District Association for the Mentally Retarded

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Miss Nalda Dalziel
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Mrs. Sylvia Trott
Assoc. for Children and Adults with Learning Disabilities

Mr. Lynn Ormerod
Canadian Hearing Society

Mrs. Frances Oommen
Down's Syndrome Assoc. of Hamilton

Dr. Philomena Newberry
Community Resource

2. All Terrain Wheelchair/Vehicle - Update

3. Able-Bodied Students: Fire Drill Update
Lawyer's Letter

4. Board Updates: Child Care Report
Operation Employability

5. SLD Classes (see New Business b)

6. Accessibility - New Buildings

New Business

1. Priority Agenda Items

a) Superintendent's Report — P. Beveridge
b) Special Education Report [pages 1-8] — R. Adams
c) Budget Report — G. Rutledge

2. Process re SEAC Representation

October 1988

MEMO TO:

FROM: ED WIENS, SPECIAL EDUCATION IN-SERVICE CONSULTANT

RE: DEPARTMENT MISSION, FUTURE VISIONS, AND ACTION PLAN

Attached please find a copy of the Special Education Mission Statement, Future Vision and Department Action Plan. During the November and December Area Principal's meetings, we have arranged to share this information with Superintendents, Area Supervisors, Area Resource Teams, Principals and Vice Principals. Over the next two months this information will also be shared with all staff members throughout the system.

Please note that this Plan follows from:

.the Future Vision and Mission Statement
.a survey of all Special Education Staff (44 % return)
.Special Education Consultants and Co-ordinator
.individual interviews with 30 key staff members throughout the system

Please share this information with appropriate members of your department. We would appreciate any feedback and assistance throughout the year.

Sincerely,

Ed. Wiens

Ed. Wiens

cc. Joe Yurkiw
Peter Beveridge

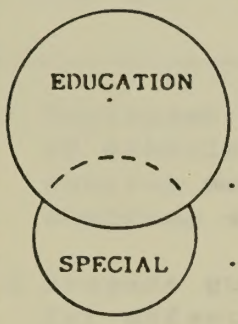
MISSION

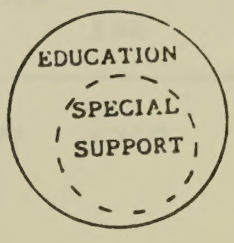
The Special Education Department believes in an educational system which is based on an intervention model that recognizes the unique characteristics of all learners which is delivered within the most natural, enabling environment.

PRESENT SITUATION

- A "BULGE" OF SELF-CONTAINED SPECIAL EDUCATION CLASSES, PARTICULARLY G.L.D. AND S.L.D.
- HISTORICALLY, FEW DEMISSIONS FROM SELF-CONTAINED CLASSES OR FEW DEEMED NON-EXCEPTIONAL
- INCREASED AWARENESS THAT FOR MANY, THE MOST ENABLING ENVIRONMENT IS THE REGULAR CLASSROOM, WITH DIRECT SPECIAL EDUCATION INTERVENTION THROUGH SHARED RESPONSIBILITY WITH THE REGULAR CLASSROOM TEACHER
- RECOGNITION THAT SELF-CONTAINED CLASSES REMAIN THE BEST ENVIRONMENT FOR SOME BUT NOT THE MAJORITY OF EXCEPTIONAL STUDENTS

FUTURE VISION





"Life is change; change is growing."

- a common philosophy shared by all educators relative to the education of all learners
- teacher in-service to provide needed skills, confidence, attitudes
- early and ongoing assessment of student needs with appropriate interventions
- support services to assist staff with communication, diagnosis, prescription, instruction, evaluation
- re-examination of 'special' education roles; ongoing evaluation of delivery model
- meaningful Community communication
- more effective use of resources through a more appropriate reallocation of funding
- increased programming for exceptional students in regular classes, which would result in fewer self-contained classes and a corresponding increase in in-school support teams

IMPLICATIONS

- SHARED RESPONSIBILITY OF ADDRESSING STUDENT NEEDS IN HOME SCHOOL AND AREA
- EFFECTIVE DART PROCESS
- I.P.R.C.'s : SYSTEM AND AREA
- PLACEMENT AND NUMBERS OF SELF-CONTAINED CLASSES
- REDEPLOYMENT OF SPECIAL EDUCATION TEACHERS TO SPECIAL EDUCATION RESOURCE TEACHERS (S.E.R.T.'s)
- CLEAR DEFINITIONS OF ROLE OF L.R.T. AND S.E.R.T.
- TRANSPORTATION AND ACCOMMODATION
- IN-SERVICE : REGULAR AND SPECIAL EDUCATION STAFF

1. AREA OF EMPHASIS: NEW INTIATIVES

STRATEGY	WHO (facilitates)	WHEN BEGIN	WHEN END
1.1.1 Implement Pilot of 15 schools for inter-vention model in most enabling environement	Ed	Septemeber	June
1.1.2 Prepare guidelines for effective SERT Program	Special Ed. Pilot schools Ed	October	May
1.1.3 Define role of the SERT	Special Ed., Pilot Schools Ed	October	November
1.1.4 Develop in-service strategies for the implementation of the SERT program on a system basis.	Special Ed., Pilot Schools Ed	January	May
1.2 Representation on Curriculum Council to address Spec Ed. as PART of Core curriculum	Bob	January	June
1.3 Area IPRC Process Developed and approved by Senior Management	Ed/Eric/Eto	Sept	April
1.4 Pilot Area IPRC (Areas 4/5)	Superintendents	October, 1989	
1.5 Develop skills profile for LRT/SERT/SESC Teachers	Staff Dev., Bob	November	March
1.6 Conduct face to face "rap" (brown bag) sessions involving school groupings of teachers.	Area Consultants	At least once per Semester	

continued.....

STRATEGY	WHO (facilitates)	WHEN BEGIN	END
1.7 Developing a mentor process for new teachers	Ed/Wanda	November	January
1.8 Visit Vocational LRT's in order to assess need for networking	Area Consultants	November	
1.9 Invite elem and secondary GLRT's, and ESL teachers to develop plans for their own inservice (with rep on Co-ordination Council)	Georgina/Ed/ Neville	October, 1988	
1.10 Develop and implement Strategies to Communicate Objectives and specific Action Plans to all staff members throughout the system	Ed/Bob	November	December
1.11 Clarify need write and implement system guidelines for Special Education.	Bob	November	January
1.12 Form an "Effective Intervention Task Force" in order to provide teachers with the tools to address learners in the most enabling environment.	Ed/Bob	November	April

STRATEGY	WHO (facilitates)	WHEN BEGIN	WHEN END
2.1 Coordinate system in-service for all exceptionalities	Coordinating Council Eto/Ed	October	October
2.2.1 Review of DART Process and Pilot in area 4 and 5	Eto/Ed/Eric	September	December
2.2.2 In-service DART process to Area Principals	Consultants/ Dart Committee	May	June
2.3 Develop and implement strategies to provide System Awareness of Decentralization Model.	Bob/Consultants	November	January
2.4 Review/Update IPP's and Annual Reviews forms for all exceptionalities	Coordination Council Eto/Bob Kathy	November	February
2.5 Arrange for up to 40 participants (4 each month) to attend Trillium Series Called "Connections" and "Institute Program"	Ed	September	June

3. AREA OF EMPHASIS: RECOMMENDATIONS TO OTHERS

STRATEGY	WHO (facilitates)	WHEN BEGIN	END
3.1 Conduct in-service of "Guidelines for Effective SERT program"	Area Pilot Prin.	June	June
3.2 Develop research or survey methods in order to evaluate the SERT program	Bob/Research	January	June
3.3 Area Resource Teams Develop an in-service strategy plan for program modification aimed at regular teachers with integrate special needs students	Consultants	January	June

4. AREA OF EMPHASIS: COMMUNICATION

STRATEGY	WHO (facilitates)	WHEN BEGIN	WHEN END
4.1 Use Spec.Ed.Newsletter to share dept. Vision, Future State, Action Plans, and progress updates	Brian/Wanda/Ed	Nov Feb	May
4.2 Use Spec.Ed.Newsletter to share master in-service plan developed by the Co-ordination Council	Eto/Ed	Nov	Nov
4.3 Principals asked to formally convey Vision, Future State, and Action Plans to ALL staff through Staff Meetings	Bob/Ed	Nov	Dec
4.4 Co-ordination Council asked to include concept of program modiciation and strategies for integrated students, in their in-service plans.	Eto/Ed	Oct	Oct
4.5 In-service Lrt's and Sert's regarding a process for developing school action plans intended to address the concept of least enabling environment as it relates to the regular classroom teacher.	Ed	Jan	Feb
4.6 Educaton Centre Staff systematically visit Spec. Ed. programs throughout the city.	Bob/Joe/Ed	Sept (weekly)	June

CA4 ON HBL W26
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A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1988 12 12

Election of Chairman

Confirmation of the minutes of the previous meeting - 1988 11 16

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update:

Mrs. Liz Warren
Ham.Council of Home & School Assoc.

Mr. Jeff Foster
Parents' Committee, CNIB

Ian Adamson
Autistic Society

Mrs. Judy Masters
Hamilton & District Parents of Physically Handicapped Children

Joseph Harwood
Hamilton & District Association for the Mentally Retarded

Ms. Doreen Knol
Association for Bright Children

Miss Nalda Dalziel
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Mrs. Sylvia Trott
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Mr. Lynn Ormerod
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Down's Syndrome Assoc. of Hamilton

Special Education Advisory Committee

Dr. Jeffers Toby
Ontario Psychological Association

Dr. Philomena Newberry
Community Resource

Geraldine Schram
Augmentative Communication Collective

Vida Mazza
Hamilton-Wentworth Home Care

2. Fire Drill - Update
3. Wheelchair Signs - Confirmation
4. Deaf Education Review
5. Secretarial In-service - Community Update
6. Special Education Annual Review - Discussion

New Business

1. Priority Agenda Item
   Budget Report — G. Rutledge
2. Accommodation Report — R. Adams

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

1988 11 16

Present: J. Bishop (Chairman), Trustees Baskin and Desmarais.
Mesdames Dalziel, Knol, Masters and Trott; Dr. Jacobs and Newberry;
Messrs. Foster and Ormerod.

Not
Present: Dr. Toby, Mrs. Oommen

Also
Present: A. Mutart (Hamilton Teachers' Federation)
A. Kunc (Hamilton Principals' Association)
G. Perrault (Headmasters)
E. Weins (Consultant, Special Education)

Officials
Present: P. Beveridge (Superintendent of Curriculum, Special & Educational Services)
J. Yurkiw (Assistant Superintendent, Special Services)
R. Adams (Co-ordinator, Special Education)
F. Neumann (Administrative Assistant to the Superintendent of Curriculum and Special Services)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mr. Ormerod:
That the minutes of the last meeting of this committee be approved as presented to the members. CARRIED.

Mrs. Bishop welcomed Vida Mazza, representing the Hamilton-Wentworth Home Care Program, and Geraldine Schram, representing the Augmentative Communications Collective, to the meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Membership Organization Update:

There were no reports from Mrs. Masters, Hamilton and District Parents of Physically Handicapped Children, Miss Dalziel, Hamilton & District Society for Disabled Children; Ms. Knol, Association of Bright Children; or Dr. Jacobs, Association for the Mentally Retarded.

Canadian Hearing Society

In response to questions from the last meeting, Mr. Ormerod reported that the cost for the signing courses they offer is $75 per individual per 10 week course; a group rate could reduce the individual cost; the course could also be offered to school staff if there were sufficient numbers interested.

Mr. Ormerod brought a kit, designed for people who have an auditorily impaired child, that contains considerable material and information on available resources. It was suggested that the Hamilton Board obtain some copies for distribution to the program for hearing impaired students.

Relative to the Ministry's deaf education review, as instigated by MPP Johnson, Mr. Ormerod stated he is disappointed Hamilton was not chosen to be part of the review. He asked that Mr. Beveridge attempt to obtain the findings of the study on each school board reviewed as well as the overall report.

Association for Children and Adults with Learning Disabilities

Mrs. Trott reported that at the Annual Learning Disabilities meeting in October, there was considerable time spent discussing SEACs of various Boards of Education. It was obvious to Mrs. Trott that Hamilton has one of the most effective SEAC as well as a Board that offers the best service to exceptional students and is doing many good things.

There was some discussion around a specific incident that occurred when a parent called the Board and was given incorrect information relative to support services in the community. Mr. Adams agreed to look into the matter in order to establish suggested guidances for the secretarial staff to avoid a reoccurrence of the aforementioned.

Canadian National Institute for the Blind

Mr. Foster raised the question of whether a parent has the right to visit a school at any time without notice to the principal or teacher.

It was agreed that a parent is welcome to visit the school but as a courtesy should always go to the office to speak with the principal first.

Augmentative Communication Collective

Ms. Schram said that this is a combination group of parents, teachers and other professionals working with or on behalf of children who have physical and cognitive problems as well as non-verbal. In relaying the various communication courses that the Collective operates, Ms. Schram offered to bring specific information about the Blissymbolics courses to the next meeting.

Home-and School Association

Mrs. Bishop said that one of the statutory duties of SEAC is to be involved in the annual reviews of special education. This year it is to be a major review. Mrs. Bishop asked the members to consider questions they feel would be helpful to ask in order to prepare and plan for this review.

All Terrain Wheelchair

Mr. Yurkiw reported that his investigation, as directed at the last meeting for further study and exploration, did not reveal any new information or different types of equipment to consider.

Moved by Mrs. Masters:

That the officials ascertain the effectiveness of the All Terrain Wheelchair Vehicle by either borrowing or purchasing one from the supplier and thereby determine the number that may be required to meet the needs of the system.
CARRIED.

Able-Bodied Students

Mr. Yurkiw reported that the Operating Procedure, incorporating the recommendations of the Accessibility Committee, is still in draft form. He assured the members that it will be delivered to the system at the first of the new year. He also agreed to bring a copy to this committee.

Board Updates

Mrs. Bishop reported that the report on Child Care was passed by the Development Committee and the recommendation relative to Operation Employability was also passed by Operations Management and will be considered by the full Board in November. Mrs. Bishop expressed her concern relative to the presentation of SEAC's reports and recommendations to the trustees. Mr. Desmarais suggested that the Chairman of SEAC has the right to ask for the opportunity to present directly to Board Committees.

Mrs. Bishop indicated that the Accommodation Committee has welcomed the Chairman of SEAC to attend their meetings. While not all concerns have been addressed in the past by the Accommodation Committee, Mrs. Bishop indicated that she will continue to bring specific concerns to their attention.

Mrs. Bishop offered to write to the six new members of the Board to inform them of the work of SEAC.

SLD Classes (see New Business)

Accessibility - New Buildings

Mr. Yurkiw reported that the Superintendent of Plant has said that the checklist relative to accessibility is being taken into account in the new Block 79 school as well as in any additions to existing schools.

Mrs. Masters questioned the "wheelchair accessible" sign that should be displayed prominently on a school building. She was in a school recently where such a sign was not to be found.

Mr. Beveridge said he would look into this as it was a plan approved by the Board and should be displayed appropriately.

New Business

Superintendent's Report

Mr. Beveridge highlighted specific areas of his Superintendent's Report that was distributed at the October meeting.

Special Education Report

Mr. Adams reviewed the Special Education Department's "Intervention Model for the Decentralized 90's". He introduced Ed Weins, a Special Education Consultant responsible for In-service" whose Department Mission, Future Visions and Action Plan document was distributed with the agenda. It is hoped that by mid December, all special education teachers, regular staff and administrators will be aware of these directions. An evaluation of the process, planned for the end of the year, will help to develop the action plans for the next school year and the years following.

Discussion followed around the issues of integration vs. self-contained classes and some of the expressed concerns of parents, the unresolved issues in the gifted program, and the concern that parents are not kept informed of program changes. The following motions resulted from some of these discussions:

Moved by Mrs. Baskin:

That due to the large number of identified exceptional students at Dalewood, SEAC requests that appropriate extra staff be considered.

Prior to a vote being taken, Mr. Beveridge reminded the Committee that there were contractual and Board policy (formula) implications for assigning staff to schools. He advised SEAC not to take inappropriate action which would contravene existing Board policy.

The motion was then put to a vote and was Carried.
Moved by Mrs. Masters:

That the Blue Ribbon Gifted Committee reconvene to discuss problems that have arisen during the last few months. CARRIED.

Moved by Mrs. Baskin:

That since there are fourteen pilot schools that are attempting to integrate classes using the resource room model, the parents of the students that are being integrated be made aware of the benefits of the program. CARRIED.

Budget Report

Budget requests are to go directly to Mrs. Bishop or Fred Neumann.

SEAC Representation

In response to Mr. Beveridge's question for SEAC's wishes relative to advertising for additional associations to request membership on SEAC, the committee indicated that the current membership was close to capacity and therefore felt there was no need to advertise. Mr. Beveridge said that the names of the Association's appointees would go to the Board for approval for appointment to SEAC for a 3-year term.

The meeting then adjourned,

READ AND CONFIRMED.

.....
Chairman

rm



The Special Education Department's

outline of

AN INTERVENTION MODEL

for the

DECENTRALIZED '90's

TABLE OF CONTENTS

Mission Statement 1

Future Vision 2

The Bulge 3

Sample Action Plan: Structure 4

Sample Action Plan: In-Service 5

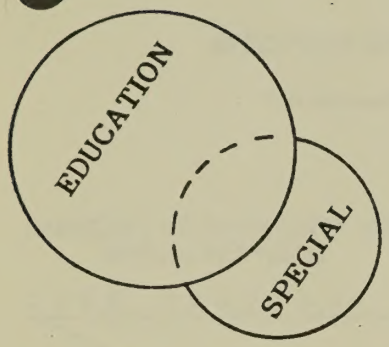
Sample Action Plan: Curriculum 6

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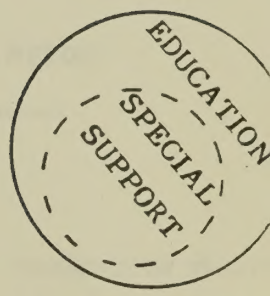
MISSION STATEMENT

The Special Education Department believes in an educational system which is based on an **intervention model** that recognizes the **unique characteristics** of **all learners** which is delivered within the **most natural, enabling environment.**

FUTURE VISIONS



special EDUCATION



"Life is change; change is growing."

- a common philosophy shared by all educators relative to the education of all learners
- teacher in-service to provide needed skills, confidence, attitudes
- early and ongoing assessment of student needs with appropriate interventions
- support services to assist staff with communication, diagnosis, prescription, instruction, evaluation
- re-examination of 'special' education roles; ongoing evaluation of delivery model
- meaningful Community communication
- more effective use of resources through a more appropriate reallocation of funding
- increased programming for exceptional students in regular classes, which would result in fewer self-contained classes and a corresponding increase in in-school support teams

THE BULGE

SPECTRUM OF EDUCATIONAL OPPORTUNITIES FOR CHILDREN WITH EXCEPTIONAL NEEDS*

*"Exceptionality includes giftedness. In such cases, the implication of increasing provision of care and treatment facilities is inappropriate.

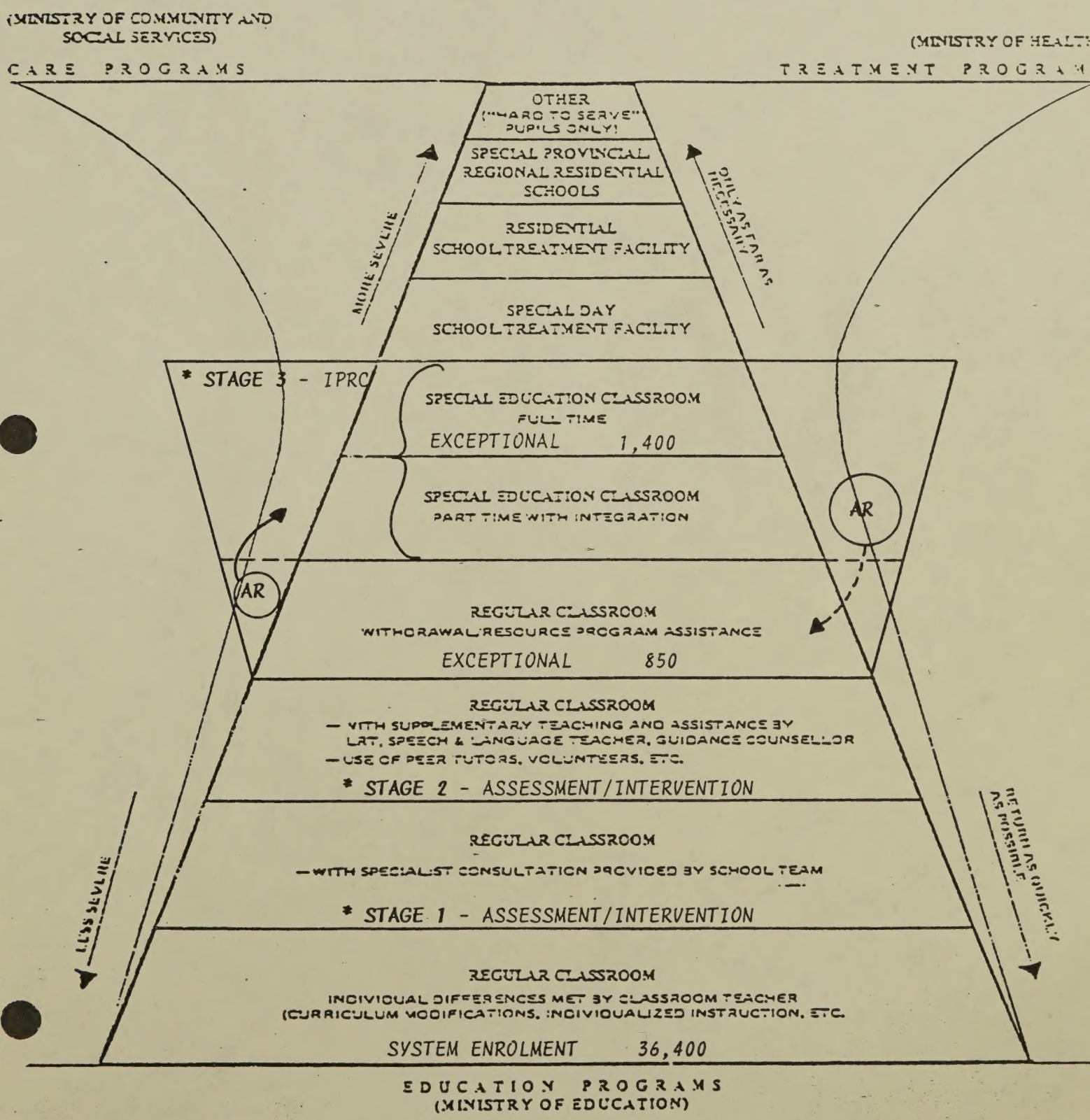
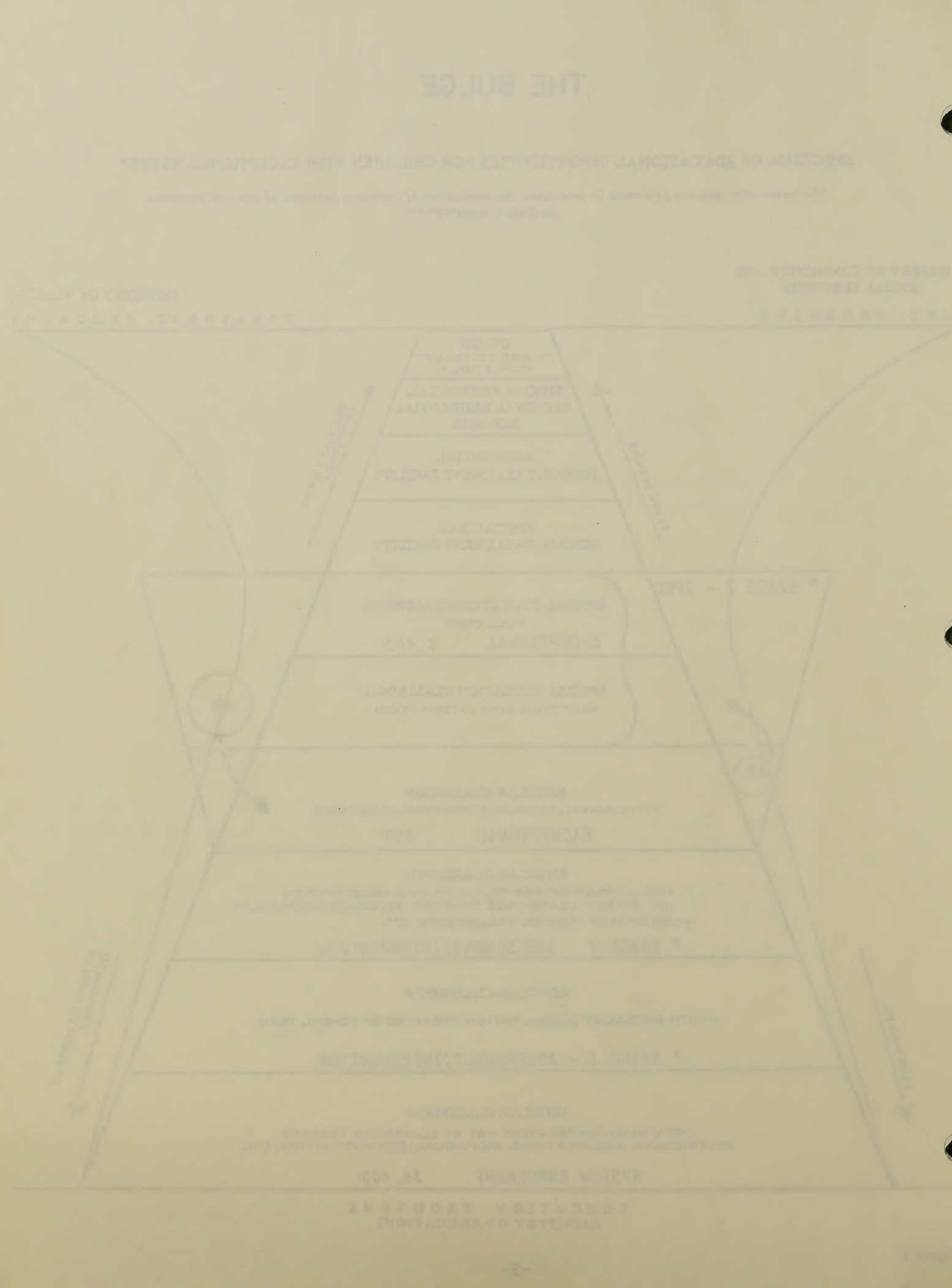


Figure 1



A31

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1989 03 08

Confirmation of the minutes of the previous meeting - 1989 02 15

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update: Members of Local Associations/Organizations

Mrs. Liz Warren
Ham.Council of Home & School Assoc.

Mr. Jeff Foster
Parents' Committee, CNIB

Ian Adamson
Autistic Society

Mrs. Judy Masters
Hamilton & District Parents of Physically Handicapped Children

Joseph Harwood
Hamilton & District Association for the Mentally Retarded

Ms. Doreen Knol
Association for Bright Children

Miss Nalda Dalziel
Hamilton & District Society for Disabled Children

Mrs. Sylvia Trott
Assoc. for Children and Adults with Learning Disabilities

Mr. Lynn Ormerod
Canadian Hearing Society

Mrs. Frances Oommen
Down's Syndrome Assoc. of Hamilton

Additional Members
Dr. Jeffers Toby
Ontario Psychological Association

Vida Mazza
Hamilton-Wentworth Home Care

Geraldine Schram
Augmentative Communication Collective

Community Resource
Dr. Philomena Newberry

2. Transportation Update — J. Yurkiw

3. Evaluation of SEAC In-service — Membership

4. Fact Finding Questionnaire — R. Adams

5. LRT Information — R. Adams

6. Assistant Superintendent's Report — J. Yurkiw

7. Integration Action Group — J. Bishop

8. **PRIORITY AGENDA ITEM**
(a) Orthopaedically Handicapped Student (attached) — R. Adams

New Business

1. Bridges to the Future for Exceptional Students — J. Bishop
2. Planning for Short Term Handicaps — J. Bishop

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Vincent Massey Report — J. Bishop

Information Chart - Program for the Physically Impaired

1989-02-15.

School	Boards Represented				Class Size	Age Range	Academic Spread	Disabilities Represented	Staff Complement		Resource Personnel Availability	Past Student Progression
	Ham.	W.C.	R.C.S.S.B.	Other					Teachers	EA's		
Children's Developmental Rehabilitation Program AM	0	0	4	0	4	5.0	Pre-Primer	2 Spina Bifida 2 CP	1	1	Home Care Speech Pathologist Adjustment Services Special Education Consultants CCRP Staff	. Home Board . Progress to Holbrook or Lisgar . Regular Class (4)
PM	4	0	1	0	5	4-5	2 year to J.R. Kindergarten	2 Spina Bifida 2 Prader-Willi Syndrome	1	1		
Holbrook (JK-5)	6	1	0	0	6.5	5-12 years	Sr. Kindergarten to Grade 4	1 Traumatic brain injury 1 MD 5 CP	1	2 X .05 1 X .75	Home Care Speech Pathologist Adjustment Services Special Education Consultants Bd. Resources Personnel Co-op Students	. Home Board . Home School-Special Class . Home School-Regular Class . Private School
	2 students are in the regular class who receive remedial assistance											
Lisgar (JK-5)	4	1	0	2 C.A.S.	7	6-9 years	Pre-School to Grade 2	3 CP 2 Spina Bifida 1 MD 1 Blind plus	1	2	Home Care Speech Pathologist Adjustment Services Special Education Consultants Bd. Resources Personnel Co-op Students	. Home Board . Move to Sherwood Sec. . Regular Class
Sherwood (9-OAC)	6	2	1	1 (Halton)	10	14-19 years	Borderline to Grade 9 (BASIC)	1 CP 1 Spinal Cord Compression 1 Multiple	1	2.5	Home Care Speech Pathologist Adjustment Services Special Education Consultant Bd. Resource Personnel Co-op Students	. Home Board . Participation House . Adult programming - adult student - student placement - Community Agency Placement

CA4ONHBLW26
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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

S P E C I A L M E E T I N G

URBAN MUNICIPAL
SEP 15 19
GOVERNMENT DOCUMENTS

1989 09 12

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Trustees Bishop, Desmarais, Mulholland and Clarke; Mesdames Dennis, Masters, Oommen, Trott and Warren; Miss Dalziel and Ms. Knol; Dr. Toby; Messrs. Adamson, Foster and Harwood)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1989 09 20 in Rooms 2, 3 and 4 (formerly Rooms 131, 131A & B) at 19:00 hours at the Education Centre.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

K. A. Rielly
Director of Education
and Secretary

rm
Attachment

Notice to all Trustees and Representatives

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE

1989 09 20

Confirmation of the minutes of the last meeting - 1989 06 21

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update: (Page 1)

Liz Warren Ham.Council of Home & School Assoc.	Jeff Foster Parents' Committee, CNIB
Ian Adamson Ontario Psychological Association	Judy Masters Hamilton & District Parents of Physically Handicapped Children
Joseph Harwood Hamilton & District Association for the Mentally Retarded	Doreen Knol Association for Bright Children
Nalda Dalziel Hamilton & District Society for Disabled Children	Sylvia Trott Assoc. for Children and Adults with Learning Disabilities
Frances Oommen Down's Syndrome Assoc. of Hamilton	Sophie Dennis Canadian Cleft Lip & Palate Family Association

Additional Members

Dr. Jeffers Toby Ontario Psychological Association	Vida Mazza Hamilton-Wentworth Home Care
Geraldine Schram Augmentative Communication Collective	

Community Resource
Dr. Philomena Newberry

2. Chairman's Report (Pages 2-4) — J. Bishop

3. Assistant Superintendent's Report — J. Yurkiw
   .Fire Drill
   .Short Term Disability Guidelines
   .Education Assistants - Mohawk Program
   .Committee Work - 1989-90
   .Special Employment Project - Update
   .Drug Education

4. Accessibility Report 1989-90 — R.Orlando/J.DiLiberto

5. Legislative Grants - effects on Special Education — J. Bishop

NEW BUSINESS

1. Priority Agenda Item — R. Adams
   .Update - Special Education
   .Mentor Program

2. Transportation — J. Bishop

3. Proposed Changes in Identification for "Trainable Retarded" (Pages 5-6) — J. Yurkiw

SPECIAL EDUCATION ADVISORY COUNCIL
MEMBERSHIP 1989-1990

Chairman of S.E.A.C.

Bishop, Mrs. Judith
131 Barclay Street
Hamilton, Ontario L8S 1P6
H: 528-7740

Elected Officials of the Board

Bishop, Mrs. Judith
Clarke, Mrs. Mary Caye (Chairman of the Board)
Desmarais, Mr. Jean
Mulholland, Mr. Ray (Vice-Chairman of the Board)

Members of Local Associations/Organizations:

Adamson, Mr. Ian
Ontario Society of Autistic Citizens
Hamilton-Wentworth Chapter
B: 1-731-3629
H: 847-3868

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100,Ext. 7416
H: 522-5413

Dennis, Ms. Sophie
Cleft Lip & Palate
Family Association
527-8539

Foster, Mr. Jeff
C.N.I.B.
Parents' Committee
B: 528-8555

Harwood, Mr. Joseph
Ham. & District Assoc
for the Mentally Retarded
B: 528-0281
H: 575-1652

Knol, Ms. Doreen
Assoc. for Bright
Children
B: 648-2853
H: 522-0620

Masters, Mrs. Judy
Hamilton and District Parents
of Disabled Children
H: 383-2384

Oommen, Mrs. Frances
Down's Sydnrome Assoc.
H: 383-4779

Trott, Mrs. Sylvia
Association for
Children & Adults
with Learning
Disabilities
H: 523-1332

Warren, Mrs. Liz
Hamilton Council for
Home & School
H: 525-0358

Additional Members of S.E.A.C.:

Mazza, Ms. Vida
Hamilton Wentworth
Home Care Program
B: 523-8600

Schram, Mrs. Geraldine
Augmentative Communications
Collective
B: 521-2100 Ext. 7833

Toby, Dr.J.
Ontario Psychological
Association
H: 528-6058

Resource Person:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
521-2100 Ext. 7207

Board Representatives

Yurkiw, Mr. Joe
Assistant Superintendent
of Special & Educational
Services
B: 527-5092, Ext. 360

Adams, Mr. Bob
Coordinator of Special
Education
B: 527-5092 Ext. 340

DiLiberto, Mr. John
Administrative Assistant
Curriculum and Special
and Educational Services
B: 527-5092, Ext. 348

Secretary: Vander Beek, Mrs. Claire
B: 527-5092, Ext. 273/4

Canada can learn from U.S. errors

Experts say handicapped need drug education too

By DENISE DAVY
The Spectator

HICAGO — Handicapped and emo-onally-disturbed children need drug evention programs just as much regular students.

Yet, programs geared to the dis-led are almost non-existent, cording to experts from a world-de anti-drug program addressing conference here yesterday.

The DARE — Drug Abuse Resis-nce Education — conference ound up after four days, after inging together the drug abuse perts and more than 1,000 police ficers from across North America.

Among them was Halton Consta-usan Delaney who will be teach-g DARE in two Oakville schools in ptember.

The DARE program originated x years ago in Los Angeles and is w taught in 49 states and countries ound the world. Oakville is the sec-d city in Canada to start the pro-am.

Canada can learn from the mis-kes of Americans in fighting the ug problem, including the error of erlooking the handicapped popula-on, said Officer Alan Green of the s Angeles police department.

Officer Green said yesterday that ndicapped students are just as sus-ptible to developing addictions to ugs as are regular students.

"Many of the kids, especially ose with multi-handicaps, are on escription drugs and they swap be-veen them. They also have surpris-gly high access to drugs. In L.A., pushers use kids in wheelchairs move drugs.

DRUG ABUSE RESISTANCE EDUCATION *Report from Chicago*

"They'll (disabled students) do anything to get accepted," said Officer Green, a full-time DARE teacher of special-needs students.

He said that even DARE — which is endorsed by U.S. President George Bush as one of the most effective drug prevention programs in the states — falls short of reaching handicapped students.

The two-week DARE training course for police officers does not include information on teaching students with special needs.

Const. Delaney said that as the only DARE officer in the region, it would be difficult for her to try to reach handicapped students.

However, educator Diane Zigars told the officers there is an urgency in learning how to reach handicapped, because they are being gradually main-streamed into regular classrooms.

She said that move will create a whole new set of problems and stresses for them which could push them into taking drugs.

Lieutenant Tab Turke, the DARE officer in Morgan County, Illinois who teaches hearing impaired students told officers yesterday that deaf students take drugs for differen reasons than those of regular stu dents.

"They're angry about being dea I heard one young boy say, 'I'll b real good God if you make me hear ing.' These are the kind of feeling they're dealing with," said Lt. Turke.

All the speakers emphasized th importance of using teacher's aid when addressing special-needs stu dents. It is important, as well, to rec ognize that most handicapped peopl are at lower academic levels tha regular students, said Officer Green.

Students at E.C.Drury School fo the deaf in Milton have some dru education built into their curriculum.

However, speakers at DARE conference say it's not enough t simply tell students about drugs. They must boost their self-esteem and teach them how to say no t drugs.

Const. Delaney said DARE is powerful program because it hits o prevention rather than preaching a students. She said while it is only pilot program she hopes it will b adopted full-time.

"Every student is in need of thi kind of program," said Const. Dela ney.

"Even the normal healthy stu dent can very well have specia needs because of some difficult fam ly situation."

The Oakville Rotary Club is fund ing the program which will b taught to four classes of grade 6 stu dents at Lorne Skuce and S Matthews Schools in Oakville.

EHC.

Marilyn A. Adams
CHARTERED ACCOUNTANT

50 WHITTON ROAD
HAMILTON, ONTARIO
L8S 4C7

August 2, 1989

The Staff at Dalewood School:

I can't let Emily's final year at Dalewood School go by without one more thank you to the entire staff. As my husband, myself, and Emily's sister, Jenny, thought back over Emily's three years at Dalewood on graduation night we knew that the experience had been an extremely successful one.

Many different factors contributed to this outcome. Most importantly, I think, was Emily's desire to be a part of Dalewood, to try her best, and to learn what she could. Also, as you know, she certainly has our support plus the support and friendship of many of the Dalewood students. But ultimately, it was you, the staff, who provided the opportunity, understanding, and support to make it a success. Integration at Dalewood has allowed Emily to be a part of the mime club, the swim team, to go on the Quebec trip, to help the handicapped swim, to learn card games - to just be a young teenager. She's also learned how to read a map, what the inside of a frog looks like, how Canadians lived in the past, and what little children do at different ages. She's been presented with sexual information, AIDS information as well as helpful discussions on growing up in the 1980's. She played a song on the piano, wrote calligraphy letters, made a cutting board, did a gym routine. She didn't learn as much as many children but for her - it's a lot. And without you, at Dalewood, Emily wouldn't have been presented with this opportunity.

I've been trying as well to think of the best way to describe Mr. Ryan's part in Emily's education. Emily has been with Mr. Ryan for eight of her nine years in the Hamilton public education system. He has helped and watched her struggle, and grow, and learn - from the days when we hoped she could learn to print her name to the present where she is quite a good reader, speller and writer. So my parting tribute to him is that he has helped Emily through these years with understanding so that she, with all her learning difficulties, still loves to come to school and to learn.

As Emily moves on to Westdale, we are proud, thankful and of course a little scared. We're hoping that Westdale will be as positive an experience as Dalewood.

Thank you again.

Sincerely,

Marilyn, Roy, Jenny & Emily Adams

COPY

Marilyn Roy Jenny & Emily

TEACHING Exceptional Children. Send your stress-reduction technique to Mary K. Fitzsimmons, UPDATE Editor, CEC, 1920 Association Dr., Reston, VA 22091.

All published items will be acknowledged in UPDATE and the sender will receive a special CEC-imprinted product.

A Parent Speaks to Special Educators

by Peggie Roland

I'd like to express a few thoughts on behalf of the parents of your students.

Please be frank and *honest* with us. We need the information you have to share and we respect your professional advice and expertise. It may be painful for us to listen to what you have to say but inside we feel relief just hearing something. Our path has been, and always will be, long, but knowing you are there helps.

Please respect us, our children, our families, but above all, the feelings and thoughts that we have shared with you. You may believe we are being unrealistic, opinionated, or guilty of ignoring the obvious, but it is probably the best we can manage at the moment. Tomorrow, perhaps even an hour from now, we may express very different feelings.

"They laugh so as not to cry." Such true words! Tears come easily and frequently and they are as much a surprise to us as they are to you. Don't be embarrassed or feel guilty when we cry. Take it as a sign of our humanness and feelings of safety that we react so when we're with you. Many people in the outside world understand neither our laughter nor our tears.

The same is true when we lash out or act defensive. Anger comes with the pain. That anger has no focal point so you may bear its brunt very undeservedly. For that we apologize. Do try to understand that it is usually not directed at you personally but rather at a situation which makes us feel very helpless and, often, very alone. Lashing out may be our overreaction to knowing we can't change the way things are.

Your work and continuing efforts on behalf of our disabled children mean more to us than we can ever explain. Without you, our children would not have achieved the sense of self-worth, the academic and physical success, the societal acceptance they have achieved. Without you, our families would be in more upheaval and distress. Please try to understand that our lives may be just a little different from the average; we have learned to take life one day, sometimes one hour at a time and to be aware and appreciative of the smallest steps while still maintaining our sense of humor and balance.

We are a part of this vast thing called life and you are a most important and integral part of our lives. Thank you for being there and helping us establish and maintain a quality of life appropriate for *all* the members of our family!

We look forward to another year of working together!

Peggie Roland is the mother of a 12-year-old daughter with education difficulties.

July 13, 1989

The Metropolitan Toronto School Boar

45 York Mills Road
Willowdale, Ontario M2P 1B6
Fax: (416) 489-3111
Tel.: (416) 489-3332

C.G. Brown, B.A.
Director & Secretary-Treasurer

The Honourable Chris Ward
Minister of Education
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Dear Mr. Minister:

Proposed Change In Identification for "Trainable Retarded"

The School Board and its Advisory Committee - Schools for Retarded have under consideration recommendations regarding a different mode of delivery for programs and services for students identified as Trainable Retarded. The School Board is of the opinion that the time is opportune to change this designation of these programs and the students enrolled in them. At its meeting of June 27, 1989, the School Board resolved to request a change in terminology from "Trainable Retarded" to "Developmentally Handicapped". The purpose of this proposal is to remove the social stigma of identification of young people in our society as "Retarded".

The School Board also resolved to seek your support for this change in order that both provincial policy and legislation may be consistent and harmonious with the practice of the public school boards in Metropolitan Toronto. This would ensure at the same time that there is no problem in regard to legal and legislative authority in the administration of programs for these exceptional students.

All school boards in the Province of Ontario and the Ontario Association for Community Living and the Metropolitan Toronto Association for Community Living have been requested to endorse and support this change.

Yours truly,

C.G. Brown
Director and Secretary-Treasurer

BS297001.LET

July 13, 1989

The Metropolitan Toronto School Boa

45 York Mills Road
Willowdale, Ontario M2P 1B6
Fax: (416) 489-3111
Tel.: (416) 489-3332

C.G. Brown, B.A.
Director & Secretary-Treasurer

Mr. K.A. Reilly
Director of Education
The Board of Education
for the City of Hamilton
Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

D.H. - lower functioning - intellectually handicapped - board developing student

JUN 3 1989

Dear Mr. Reilly:

Proposed Change in Identification for "Trainable Retarded"

Metropolitan Board Educable "(Retarded)

The Metropolitan Toronto School Board, at its meeting of June 27, 1989, resolved to endorse a change in the terminology used to identify Trainable Retarded pupils. The School Board has requested the Minister to designate such pupils as "Developmentally Handicapped". The purpose of this proposal is to eliminate the social stigma of identification of young people in our society as "Retarded". This proposal had originally been made by the Advisory Committee - Schools for Retarded to the Metropolitan Toronto School Board.

multiply handicapped for the most

Attached, for your information, is a copy of a letter sent by the School Board to the Minister of Education seeking his support for this change.

The School Board also resolved to request all School Boards in the Province of Ontario, the Ontario Association for Community Living and The Metropolitan Toronto Association for Community Living, to endorse and support the proposal. It would, therefore, be appreciated if you would place this matter before your board for its consideration and endorsation.

D.H. under the ... retarded ... may not be ... the ... for ... higher ... functioning

Yours truly,

C.G. Brown
Director and Secretary-Treasurer

i) Still many away from ...
ii) Reviewing definitions in Sup Special Educ Handbook Reg 262
iii) Out of the Act into ...
iv) Issues re state ... definitions - Nat'l

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

S P E C I A L M E E T I N G

1989 10 11

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Trustees Bishop, Desmarais, Mulholland and Clarke; Mesdames Dennis, Masters, Oommen, Trott and Warren; Miss Dalziel and Ms. Knol; Dr. Toby; Messrs. Adamson, Foster and Harwood)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1989 10 18 in Rooms 2, 3 and 4 at 19:00 hours** at the Education Centre.

Please note that a presentation of the video "Man Alive - An Ordinary Heroine" will be shown at **18:30 hours** in the above rooms.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

K. A. Rielly
Director of Education
and Secretary

rm
Attachment

Notice to all Trustees and Representatives

I

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE

1989 10 18

Confirmation of the minutes of the last meeting - 1989 09 20

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update:

Liz Warren
Ham. Council of Home & School Assoc.

Jeff Foster
Parents' Committee, CNIB

Ian Adamson
Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter

Judy Masters
Hamilton & District Parents of Physically Handicapped Children

Joseph Harwood
Hamilton & District Association for the Mentally Retarded

Doreen Knol
Association for Bright Children

Nalda Dalziel
Hamilton & District Society for Disabled Children

Sylvia Trott
Assoc. for Children and Adults with Learning Disabilities

Frances Oommen
Down's Syndrome Assoc. of Hamilton

Sophie Dennis
Canadian Cleft Lip & Palate Family Association

Additional Members

Dr. Jeffers Toby
Ontario Psychological Association

Vida Mazza
Hamilton-Wentworth Home Care

Geraldine Schram
Augmentative Communication Collective

Community Resource
Dr. Philomena Newberry

2. Chairman's Report — J. Bishop
   .D.A.R.T. Update (Pages 1-6)

3. Superintendent's Report — P. S. Beveridge
   .Ministry Updates - Assistance for over 21
   .Board Initiatives - Drug Education
   .Appeal Process

4. Review of September Motion re: — For Action
   .Improvement of accessibility be a prime concern in any renovation or repair...
   .Improved accessibility be reflected in a ... manuals ...
   .September 1990 report outline steps taken (see minutes, page 6)

5. Changes in Identification for "Trainable Retarded"

NEW BUSINESS

1. Priority Agenda Items — For Information
   .Transportation (Pages 7-11) — S. Wilson
   .Legislative Grants-effects on Special Education(Pages 12-15) — G. Rutledge

PLEASE NOTE: Video Review at 18:30 hours
MAN ALIVE: AN ORDINARY HEROINE

DIAGNOSTIC AND RESOURCE TEAM

LEVELS OF USE

(DRAFT)

5 The school regularly implements a multi-staged D.A.R.T. involving in-school resources, area team resources, parents and other professionals (as necessary) to actively address student needs as well as provide on-going in-service to enhance team members' skills with respect to accommodating individual differences and improving dynamics.

4 The school's process is multi-staged involving school based personnel initially and area team members and parents in second stage meetings. The school establishes a program plan which is recorded, implemented and subsequently reviewed and evaluated at a later meeting.

3 The school has developed a process whereby the teacher and in-school resources meet regularly to address teacher concerns. Parents are occasionally involved, decisions are recorded and progress concerning the recommendations are reviewed after a suitable length of time.

2 The school schedules meetings as teacher/student concerns surface. The personnel is limited to school based resources. The plan of action is reactive in nature. No formal records kept.

1 The school staff and administration are aware of the process but no formalized plan is in place. Concerns that surface are addressed through one to one interaction.

prepared by Eric Hipkiss

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Diagnostic and Resource Team (DART) Referral Procedure

The Diagnostic and Resource Team (DART) Procedure outlined was developed as an extension of existing good practices and an attempt to provide a more detailed guideline of existing Procedures. There is only one major change recommended (stage 3) which may be new to some, but has already occurred in some Areas.

The guideline is intended to be a first step only. In Addition, Areas are encouraged to conduct a fuller look at effective Darts within their area.

Four stages are outlined in this guideline

I. Pre-referral
II. Stage 1
III. Stage 2
IV. Stage 3

Overview Of The Stages

I. Pre-Referral

The Pre-referral stage encourages staff to resolve concerns prior to formal referral to the DART. It is assumed that parents/guardians have been informed along the way.

II. Stage 1

This is the first formal step which employs in school staff AND parents/guardians. The Stage 1 DART, in addition to school resources such as classroom teacher, learning resource teacher and principal/vice-principal, might include such other school-based resources as a special education teacher, guidance counsellor, social worker and school nurse.

Parents/Guardians will be Consulted and will also have the Option Of Attending The Meeting

III. Stage 2

This is the second formal step which employs additional out of school personnel. The Stage 2 DART in addition to the classroom teacher, learning resource teacher and principal/vice-principal should include appropriate resources added to the Stage 1 personnel: primary/junior consultant, adjustment counsellor, psychological consultant, special education consultant, ESL/D consultant, subject curriculum consultant, speech pathologist, public health nurse, other appropriate Board or external (from outside) agency personnel as might be deemed necessary.

Parents/Guardians will be Consulted and will also have the Option Of Attending The Meeting

IV. Stage 3

This is an optional step in order to provide an opportunity for input and decisions from the Area office. It is NOT necessary to go throughout STAGE 2 in order to access STAGE 3.

The STAGE 3 DART will include some personnel from STAGES 1 or 2 and will additionally include either the Superintendent of Schools or Area Supervisor, community resources (as needed), and other Board personnel as may be requested or required. (e.g. Trustee).

Parents/Guardians will be Consulted and will also have the Option Of Attending The Meeting

NOTE: Reference is made to the following:

1. The relationship between the proposed Dart procedure and referral to an IPRC
2. A sample of a cumulative Dart Record Card which is intended to be centrally maintained by the Dart throughout the year and filed in the O.S.R. in June.
3. Levels of Use Chart.

Pre-Refferal Stage

1 **Classroom Teacher**
- uses classroom evaluation methods to assess learning characteristics and knowledge base of student
- develops a profile of strengths and weaknesses across cognitive, academic, physical and social domains

2 **Classroom Teacher**
- interprets and evaluates current observations within the context of existing information (e.g., O.S.R.)
- shares concern and involves parent/guardian as a resource

3 **Classroom Teacher**
- may consult with school resources such as Principal/Vice-Principal and/or L.R.T.
- discuss strategies to address needs of student
- generate, implement, and evaluate a program plan

4 **Classroom Teacher and School Resource**
- discuss outcomes
- share information with parents/guardians by letter or by phone

Concerns Resolved?

Yes
- Recycle to 3 Monitor

No

5 **Classroom Teacher and School Resources can:**
- return to 3 and revise plan, or,
- refer to stage 1 D.A.R.T.*

Continue

Stage 1 D.A.R.T.

6 **Classroom Teacher, L.R>T> and/or Principal/Vice Principal presents:**
- an educational history
- current data collected with outcomes
- a statement of need

7 **The Stage 1 D.A.R.T.**
- reviews information
- assesses need for further program modifications
- assesses need for additional resources
- develops a revised program plan with a specified data collection and evaluation procedure
- generates minutes of meeting on D.A.R.T. Record Card indicating what will be done and who has responsibility of doing it
- files record of meeting in O.S.R.

8 **Principal/Vice-Principal**
- provides parents/guardian with information regarding outcome of D.A.R.T. by letter or by phone
- records contact on D.A.R.T. Record Card

9 **Classroom Teacher and/or Resource Personnel**
- implements and evaluates revised program plan
- refers data collected and evaluation back to a future Stage 1 D.A.R.T. for review.

10 **The Stage 1 D.A.R.T.**
- assesses data collected and overall effectiveness of program plan
- documents results with any recommendations on D.A.R.T. Record Card.

Concerns Resolved?

Yes
- Recycle to 3 and monitor

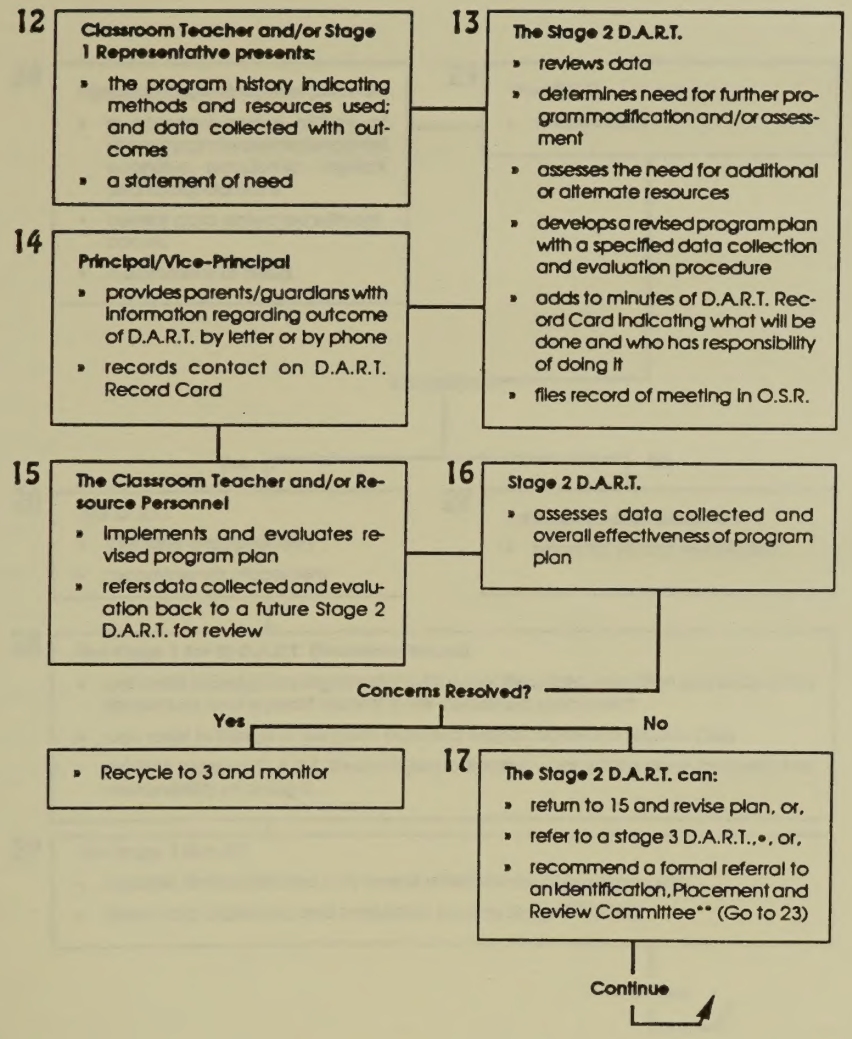
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11 **The Stage 1 D.A.R.T. can:**
- return to 7 and revise plan, or
- refer to Stage 2 D.A.R.T.*

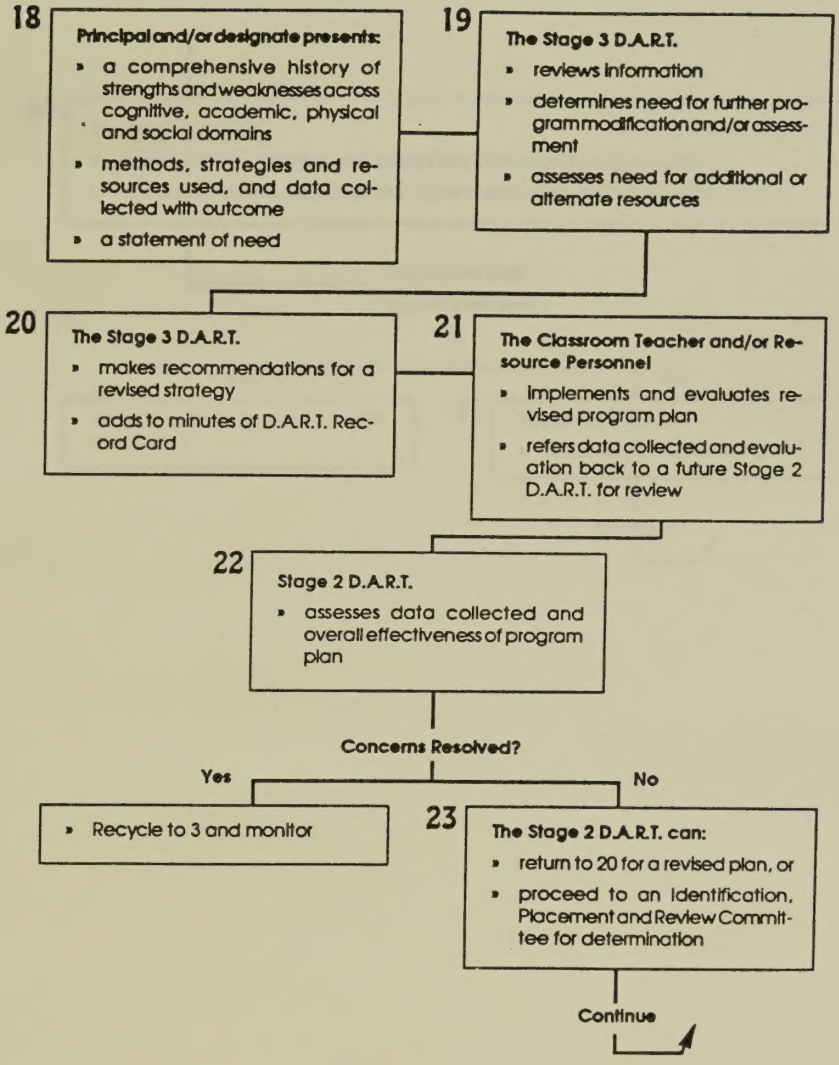
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PAGE 3.

Stage 2 D.A.R.T.

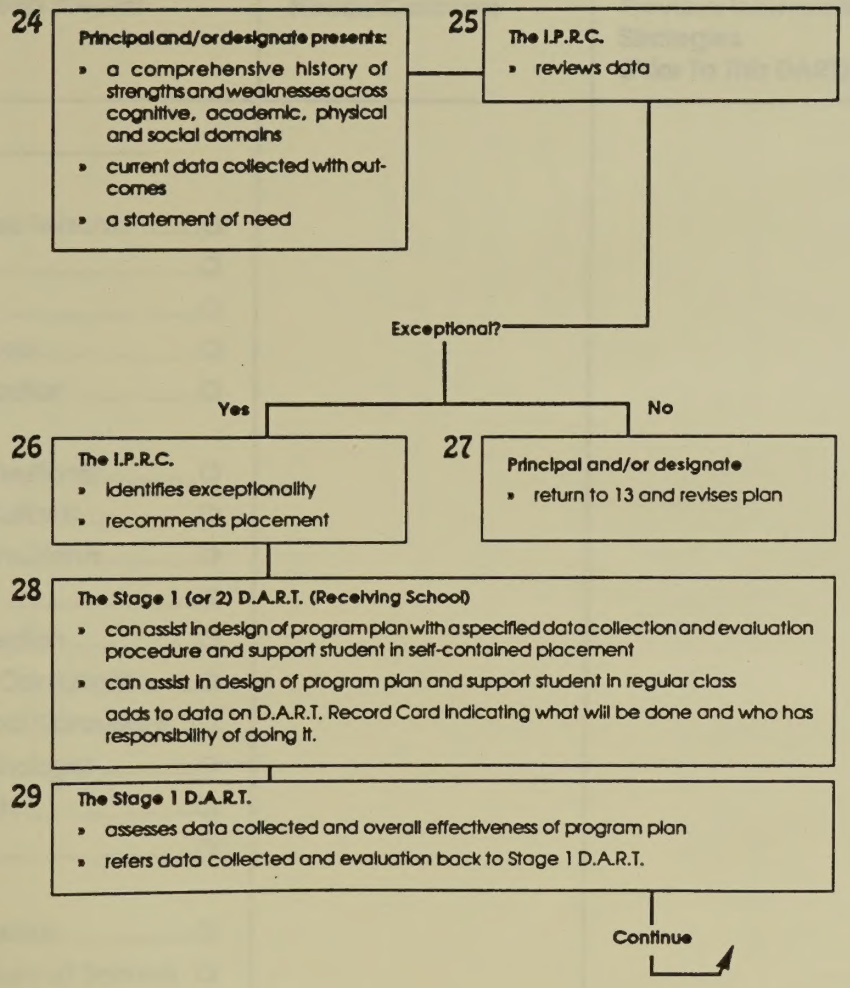


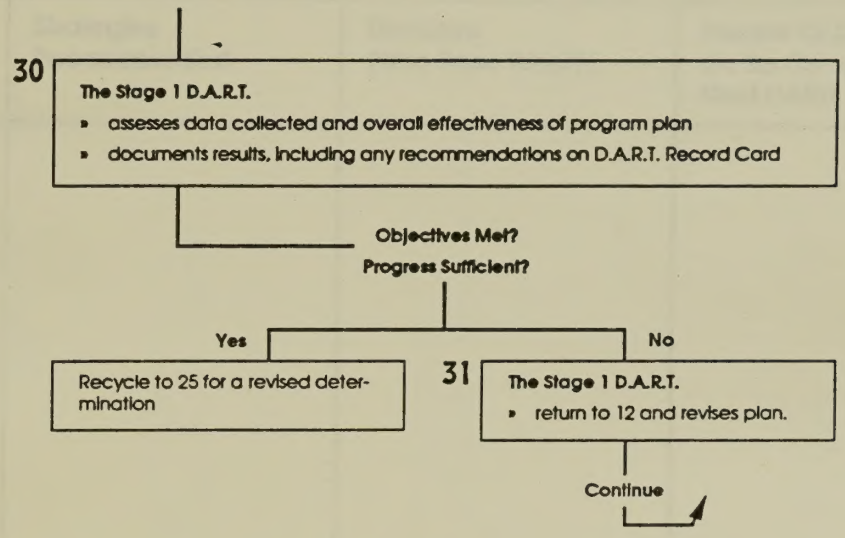
Stage 3 D.A.R.T.





Relationship to I.P.R.C.







D.A.R.T. Record Card

(Cumulative)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Name:_____ Date of Birth: _____ School: _____ Year: 19___ / 19___

DART Members Present	Needs/Concerns	Previous Intervention Strategies (Prior To This DART)	Strategies Recommended	Decisions (Who Does What?)	Review Of Outcomes (To Be Completed At Next DART)
Date _____ **Stage 1** Regular Class Teacher .....❑ L.R.T.....❑ Principals.....❑ Vice-Principals.....❑ Parent/Guardian .....❑ **Stage 2** Primary Consultants .....❑ Junior Consultants .....❑ ESL/ESD Consultants .....❑ Adjustment .....❑ Parent/Guardian .....❑ Special Ed. Consultant.....❑ Psychological Consultant ...❑ Speech Pathologist .....❑ Public Health .....❑ Guidance .....❑ **Stage 3** Parent/Guardian .....❑ Superintendent of Schools .❑ Area Supervisors .....❑					

PAGE 6.

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1
1989 10 18

To the Chairman and Members
SPECIAL EDUCATION ADVISORY COMMITTEE
Hamilton Board of Education

Ladies and Gentlemen:

RE: **TRANSPORTATION DEPARTMENT ANNUAL REPORT 1988/1989**

Background

At the October 15, 1987, Board meeting, it was approved that:

> "the Supervisor of Transportation prepare an annual report and that this be shared for information with the Special Education Advisory Committee."

Observations and Future Directions

* Major changes were made to the bus routes servicing Chedoke, Buchanan Park, Thornbrae and Pauline Johnson. The number of bus routes increased from 40 in 1988 to 43 by June, 1989.

* The use of van/mini bus was extended to transport gifted students from Linden Park and G.L.D. and S.L.D. from Franklin Road. The Hearing Impaired (preschool group) were changed from taxi to van in order to provide proper seating due to their age.

* The "magic wagon" was used instead of taxis to transport J.K. and S.K. at Mountview Elementary School.

* An in-service was conducted for Bus Supervisors. This was the first session and has proven very beneficial. Route changes, safety problems and overloading are reported to me immediately. The supervisors reacted very favourably to the meeting. They now have direct communication.

* The annual in-service for the carriers was conducted in August. This was done on an individual basis at the time the trips were issued. The rules and regulations were reviewed and copies issued for the drivers.

* Meetings are being arranged to speak in all the Areas. Discussion will encompass transportation monitors, bus routes, supervision and transportation/carrier concerns. Schools encountering problems in any of these areas will be visited.

Summary

See Appendix A for a General Statistical summary.

See Appendix B for a Program Statistical summary.

The staff of the Transportation Department look forward to the school year 1989-90 and will strive to meet the needs of the special children within this system.

RECOMMENDATION

THAT THE TRANSPORTATION ANNUAL REPORT 1988/1989 BE RECEIVED FOR INFORMATION.

Prepared by: Susan Wilson, Transportation Supervisor

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

APPENDIX A

TRANSPORTATION GENERAL STATISTICS

Taxi/Van (number of students)

	1989	1988	1987
September	1,455	1,231	1,156

Bus (number of students)

September	2,284	2,085	1,917

Tickets

1988-89	2,056 students
1987-88	2,060 students

No One Home

This was not reported last year, but it has become a significant problem and concern for the department. No student is left at the home address unless the driver has seen the child safely into the home. If it is obvious no parent or guardian is home, the carrier telephones the transportation department and we proceed to contact an emergency number or address.

There were 49 occurrences last school year.

1 student	4 times
1 student	6 times
1 student	3 times
36 students	1 time

In 2 cases we were unable to contact a parent or emergency location and the students were sent to the C.A.S.

APPENDIX A
(cont)

School Trips

Transportation was arranged for Special Education students.

	Classes
Swimming	34
Roller Skating	9
Family Studies	3
Bowling	3
Shopping	1

These trips were for a maximum of fifteen occasions for the same class to the same location.

Vehicles range from a single taxi to vans or a combination of bus and wheelchair vehicles.

Special Trips - Special Education

Over the school year, 113 special trips were arranged for trainable retarded and other special education students. Planning for type of vehicle and co-ordination of regular transportation is involved.

These trips range from in-town trips to the circus or Limeridge Mall to out-of-town trips to Toronto or overnight camping.

Transportation Outside of Hamilton

Seven students are transported twice weekly to W. Ross MacDonald School in Brantford. One student attends Kerry's Place in Maple and another attends Sagonaska School in Bellville. These trips are also twice weekly from September to June.

APPENDIX B

TRANSPORTATION PROGRAM STATISTICS

(as of June 1989)

Number of Students Transported

	1989	1988
Assessment	10	9
Autistic	9	5
Behavioural	31	48
Developmentally Delayed	14	14
Various Disabilities	62	49
E.A.S.L.	91	69
G.L.D.	136	135
Gifted	102	80
Hearing Impaired	14	15
Orthopaedic	21	22
Primary Opportunity	9	8
Special Case	14	20
S.L.D.	243	256
Speech and Language	47	48
Total Communications	4	7
Trainable Retarded	139	166
Junior Kindergarten	199	167
Senior Kindergarten	198	166
	1,343	1,284

Increase of 4.4%

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1
1989 10 18

To the Chairman and Members
SPECIAL EDUCATION ADVISORY COMMITTEE
Hamilton Board of Education

Ladies and Gentlemen:

RE: **SPECIAL EDUCATION GRANTS**

At the May 18, 1989, Board meeting, it was approved:

> "That officials bring a report to SEAC regarding the changes in the 1989 General Legislative Grants for the Provision of Special Educational Programs and Services and the implications of these changes to the Special Education program."

In the 1989 General Legislative Grants, the Ministry of Education introduced a number of modifications to the funding model. The "general special education grant" and the "trainable retarded grant" have been incorporated into the grant ceilings (Appendix A).

The Basic Per Pupil Block Grant is determined as follows:

A. Average Daily Enrolment (Elementary & Secondary) X Grant Ceilings

LESS

B. Equalized Assessment X Provincial Mill Rates

=

Grant (A - B)

If the grant ceilings increase by the amount of the "general special education grant" and the "trainable retarded grant", then the grant increases by a corresponding amount. This occurs because the equalized assessment multiplied by the provincial mill rate is a constant and reflects our ability to pay for education. Appendix B shows a restated financial comparison.

The implication of these changes is to reduce the visibility of the "general special education grant" and the "trainable retarded grant".

RECOMMENDATION

That the report on Special Education Grants be received for information.

Prepared by: Greg Rutledge, Controller

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: K. A. Rielly, Director of Education and Secretary

CATEGORY 1 - BASIC PER PUPIL BLOCK GRANT

GRANT CEILINGS

	I----------ELEMENTARY----------			II----------SECONDARY----------I		
	1988	1989	% INCREASE	1988	1989	% INCREASE
BASE CEILINGS	$2,856	$3,002	5.1%	$3,791	$3,953	4.3%
SPECIAL EDUCATION	$215	$224	4.2%	$154	$160	3.9%
TRAINABLE RETARDED*	$7	$9	28.6%	$7	$9	28.6%
TOTAL CEILINGS	$3,078	$3,235	5.1%	$3,952	$4,122	4.3%

SPECIAL EDUCATION AND TRAINABLE RETARDED GRANTS HAVE BEEN FOLDED INTO CEILINGS.

NOTE: * PRO-RATED FOR FOUR-TENTHS OF THE YEAR (SEPT. TO DEC.). ANNUAL AMOUNT OF $23 PER ELEMENTARY AND SECONDARY PUPILS. FOR JANUARY TO JUNE, BOARDS WILL BE PAID 60% OF THE 1988 GRANT FOR TRAINABLE RETARDED PUPILS PLUS 4% FOR INFLATION.

SOURCE: MINISTRY OF ED - REGIONAL OFFICE.

APPENDIX B

FINANCIAL COMPARISON OF SPECIAL EDUCATION GRANTS

	1988	1989
General Special Education Grant (Elementary & Secondary)	$ 6,673,907	$ 6,897,273
Special Education - Trainable Retarded	704,982	730,054
	$ 7,378,889	$ 7,627,528

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

S P E C I A L M E E T I N G

1989 11 06

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GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Trustees Bishop, Desmarais, Mulholland and Clarke; Mesdames Dennis, Masters, Oommen, Trott and Warren; Miss Dalziel and Ms. Knol; Dr. Toby; Messrs. Adamson, Foster)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1989 11 15 in Rooms 2, 3 and 4 at 19:00 hours** at the Education Centre.

Please note that a presentation of videos will be shown at **18:30 hours** in the above rooms.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

for K. A. Rielly
Director of Education
and Secretary

rm
Attachment

Notice to all Trustees and Representatives

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE

1989 11 15

Confirmation of the minutes of the last meeting - 1989 10 18

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update:

Liz Warren
Ham.Council of Home & School Assoc.

Jeff Foster
Parents' Committee, CNIB

Ian Adamson
Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter

Judy Masters
Hamilton & District Parents of Physically Handicapped Children

Hamilton & District Association for the Mentally Retarded

Doreen Knol
Association for Bright Children

Nalda Dalziel
Hamilton & District Society for Disabled Children

Sylvia Trott
Assoc. for Children and Adults with Learning Disabilities

Frances Oommen
Down's Syndrome Assoc. of Hamilton

Sophie Dennis
Canadian Cleft Lip & Palate Family Association

Additional Members

Dr. Jeffers Toby
Ontario Psychological Association

Vida Mazza
Hamilton-Wentworth Home Care

Geraldine Schram
Augmentative Communication Collective

Community Resource
Dr. Philomena Newberry

2. Chairman's Report — J. Bishop

3. Assistant Superintendent's Report — J.Yurkiw

4. Co-ordinator's Report — R. Adams
   . C.E.C. Provincial Conference

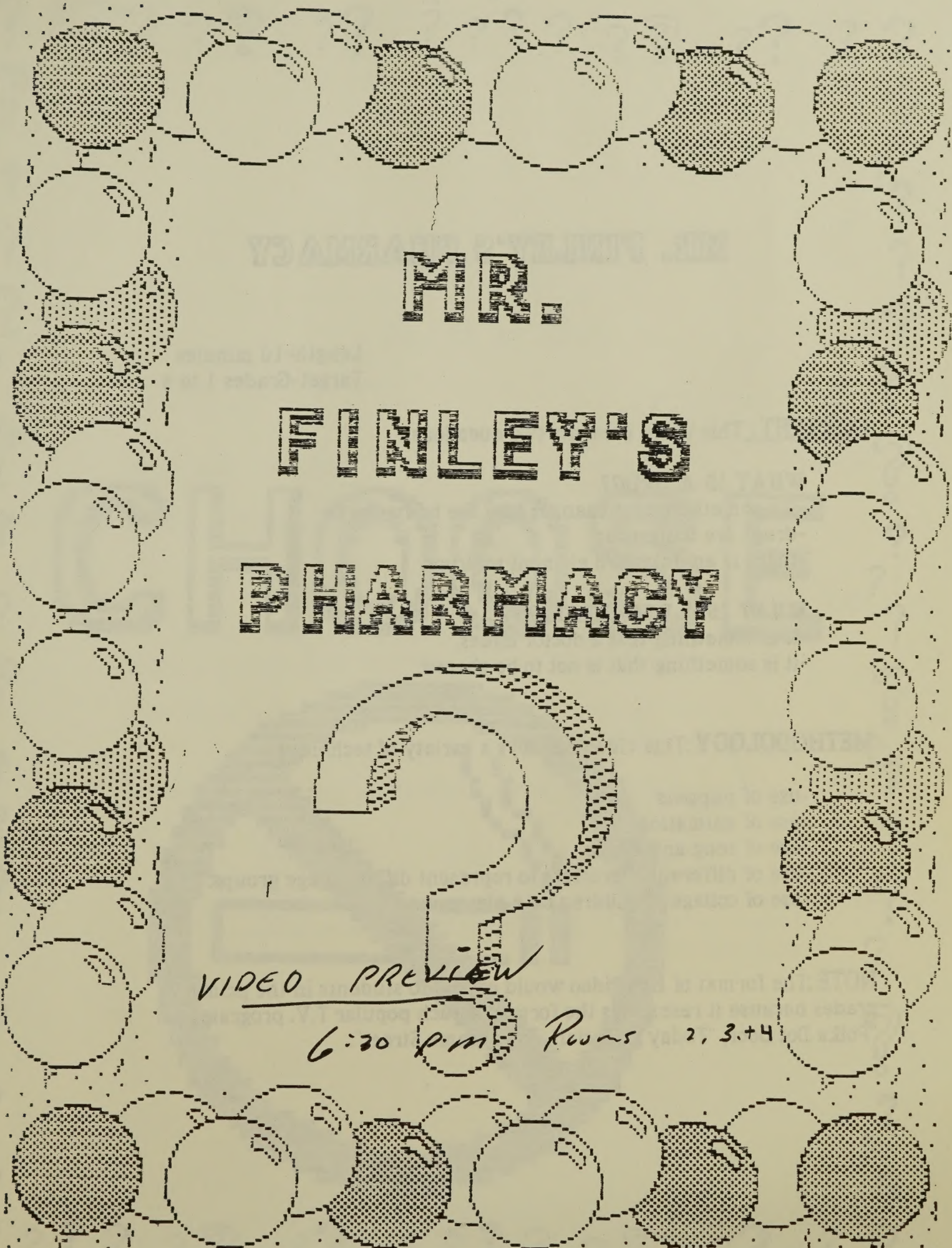
5. Review of Motion for Trainable Retarded Name Change — J. Bishop

NEW BUSINESS

1. Priority Agenda Items
   .September Ministry Report — R. Adams
   .Middle School Update — M. Schneider
   .Child Care Policy Draft — J. Powell-Fralick, L. Woolfrey-Cooper

---

PLEASE NOTE: Video Review at 18:30 hours
See attached for information



VIDEO PREVIEW

6:30 P.M. Rooms 2, 3, + 4

MR. FINLEY'S PHARMACY

Length-10 minutes
Target-Grades 1 to 4

CONTENT: This video presents two questions:

WHAT IS A DRUG?
-it's something that changes how the body works.
-drugs are dangerous
-there is an unknown element to drugs

WHAT IS A PRESCRIPTION?
-it is something that a doctor issues.
-it is something that is not to be shared.

METHODOLOGY: This video employs a variety of techniques.

-use of puppets
-use of animation
-use of song and music
-use of different characters to represent different age groups.
-use of collage of children on a playground

NOTE: The format of this video would appeal to students in the primary grades because it resembles the format of such popular T.V. programs as "Polka Dot Door, "Today's Special", and Sesame Street".

CHOOSE

CHOOSE

Length - 15 minutes
Target -grades 5 & 6

CONTENT: This video presents a message against "SMOKING", "DRINKING", and against "DRUGS".
The emphasis is on the element of "CHOICE"-HOW TO SAY NO!

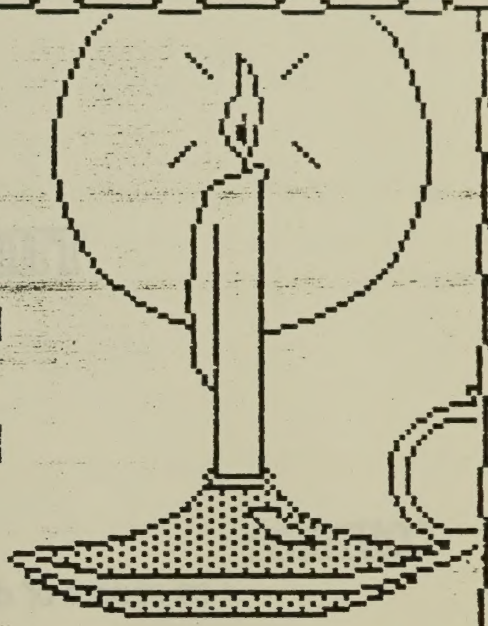
METHODOLOGY:

A. This video uses the idea of a "FANTASY VOYAGE" where two teenagers are faced with real life situations.

B. The video also uses the vehicle of a GAME SHOW_THE PRICE IS TOO HIGH.

C. This video presents facts about drugs such as MARIJUANA.

NOTE : This video would appeal to the students because of the "game show" format, the use of music and song, and the use of teenagers as the main characters.



THE OPEN FLAME



THE OPEN FLAME

Length-26 minutes
Target-Grades 7 to 9

CONTENT:

The source of drugs

The result of using drugs-DEATH

The element of choice; DECISION-MAKING

The negative effects of drugs

The concept of PEER PRESSURE

METHODOLOGY:

This video presents its message by having students "ROLE PLAY".

The DRAMA CLASS demonstrates the three stages of drug use:
EXPERIMENTATION
RECREATION
DRUG ABUSE-ADDICTION

NOTE: This video would appeal to the students because it is presented by a senior Dramatic Arts class. The role-playing is an interesting way for the group to convey its message. The vehicle of the games and the interviews with STARS who had died of drug overdoses is very effective.

The Board of Education for the City of Hamilton

100 MAIN STREET WEST, P.O. BOX 558
HAMILTON, ONTARIO, CAN. L8N 3L1
TELEPHONE (416) 527-5092

October 31, 1989

Dear Sir/Madam:

Enclosed please find a draft copy of the Child Care Policy for the Board of Education for the City of Hamilton. The Board approved the Policy framework in November, 1988, and the document you have received is the result of a Child Care Policy Task Force. This Policy reflects the present position of child care in Hamilton schools, and also considers future development of the program.

We would appreciate your comments by November 30, 1989. Please refer your feedback to any member of the Task Force Committee (listed in the last Appendix) or to Jennifer Powell-Fralick, Child Care Program Leader for the Hamilton Board of Education, at 527-5092, ext. 311.

Thank -you for your co-operation.

jennifer powell-fralick

Jennifer Powell-Fralick,
Child Care Program Leader

Enc.

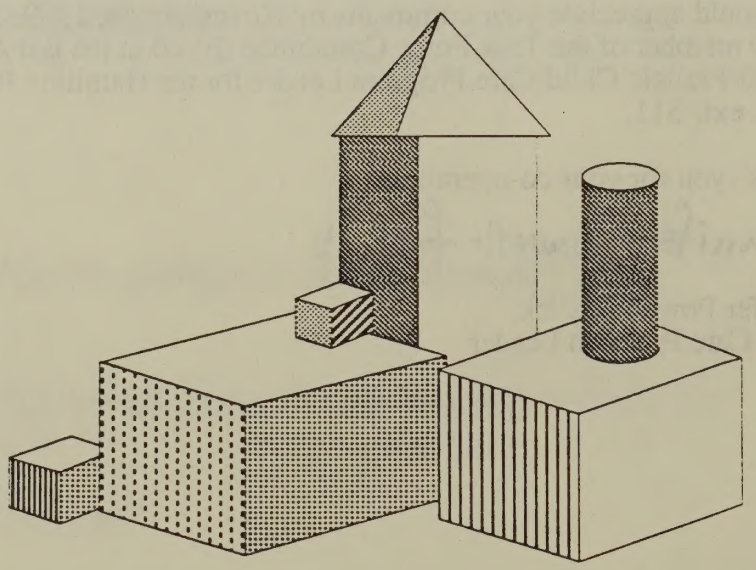
/kmd

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

DRAFT

CHILD CARE POLICY

October 1989



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

TABLE OF CONTENTS

1 INTRODUCTION: 1
- 1.1 Mission Statement 1
- 1.2 Background 1
- 1.3 Statement of Philosophy 2
- 1.4 Policy Framework 2

2 PROPOSED POLICY STATEMENTS 3
- 2.1 Child Care Programs in Schools 3
- 2.2 Available Space 3
- 2.3 Guidelines for the Design of Premises for Child Care 3
- 2.4 Process for the Establishment of Child Care Centres 4
- 2.5 Review of Programs 6
- 2.6 Co-ordination of Board of Education Staff Involved with Child Care 6
- 2.7 Contractual Agreements 8
- 2.8 Co-operation with Other Agencies 9

APPENDICES

Appendix i - Growth of Board involvement with Child Care

Appendix ii - Umbrella Family & Child Care Centres in Hamilton Schools

Appendix iii - Definition of Terms

Appendix iv - Child Care Needs Survey

Appendix v - Child Care Set-up Checklist

Appendix vi - Role Description: Child Care Program Leader

Appendix vii - Role of the Principal in the Provision of Child Care Services

Appendix viii - Role of Other Board Personnel in the Provision of Child Care

Appendix ix - Members of the Child Care Policy Task Force

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CHILD CARE POLICY

October, 1989

1 INTRODUCTION

1.1 Mission Statement

"The Hamilton Board of Education's purpose is to educate children and adults to enable them to enjoy life as active, contributing, responsible members of society."[1]

1.2 Background

In 1987, *New Directions for Child Care* (Ministry of Community and Social Services) outlined a partnership between the two Ministries responsible for the care and education of young children: the Ministry of Community and Social Services and the Ministry of Education.

The Board of Education has made a commitment to the evolving collaborative policy of the two Ministries through the creation of Umbrella Family and Child Centres of Hamilton Inc., which administers high-quality child care programs in Hamilton schools.

In November, 1988, a policy framework was adopted by the Board of Education; and since that time, school-based child care programs have expanded significantly (Appendix i and ii).

This document outlines policy recommendations which have been developed from the November, 1988, framework.

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[1] *New Opportunities: A Framework for Planning*, September, 1988, Hamilton Board of Education.

1.3 Statement of Philosophy

The Board of Education supports the partnership between the Ministry of Education and the Ministry of Community and Social Services for the expansion of school-based child care programs.

The Board of Education also supports the position of the Ministry of Community and Social Services which "recognizes child care as a basic public service, not as welfare service."[1]

1.4 Policy Framework (approved November, 1988)

That the Board of Education for the City of Hamilton:

- endorse the philosophy that the keys to quality child care are: consideration of the needs of the children, provision of services to encourage appropriate child development, and adequate funding.
- endorse the value of child care programs in schools.
- endorses the commitment that priority be given to child care centres when assigning the use of available space.
- endorse the commitment to be involved in the establishment of new facilities.
- review those child care facilities which currently exist in association within the Board of Education.
- endorse the need for the co-ordination of its involvement in child care.
- endorse the need for co-operation with the agents of other provincial government ministries and municipal authorities in the provision of child care.

[1] Throne Speech, April, 1987.

2 PROPOSED POLICY STATEMENTS

2.1 Policy Item: Child Care Programs in Schools

2.1.1 The Board of Education endorses the value of child care in the school system and affirms its commitment to the delivery of a high-quality service where "children learn by doing, children learn by interacting, children learn at their own rate."[1] Child Care Centres will support families, be compatible with school programs, and endeavour to meet community needs (types of child care are summarized in Appendix iii).

2.1.2 The Child Care Policy will be implemented in all Child Care Programs on Board of Education premises by designated Board employees (Appendix viii) and the Board of Umbrella Family and Child Centres of Hamilton Inc.

2.2 Policy Item: Available Space

2.2.1 The Board of Education endorses the commitment that priority be given to Child Care Centres when assigning the use of available space.

2.3 Policy Item: Guidelines for the Design of Premises for Child Care

2.3.1 New centres will be designed using the Ministry of Community and Social Services document *Day Nursery Design Guidelines.*

2.3.2 Where Child Care Centres are to be built or incorporated into existing buildings, the Child Care Program Leader will consult with the Superintendent of Plant, the Principal, and the Consultant for Junior Kindergarten/Early Identification.

2.3.3 Where renovations of existing child care facilities are to be undertaken, the Child Care Program Leader will consult with the Superintendent of Plant, the Principal, and the Supervisor of the Centre.

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[1] *Getting It All Together*, Hamilton Board of Education.

2.4 Policy Item: Process for the Establishment of Child Care Centres

2.4.1 Parents, community groups, non-profit organizations and departments of the Board of Education wishing to establish a child care centre in a particular school will contact the Principal of that school. This interest in the establishment of a program will be conveyed through the Child Care Program Leader to the Umbrella Board initially for information purposes only.

2.4.2 The Principal will convey the request for a child care program to the Superintendent of Schools, who will determine its appropriateness in terms of program goals and needs for accommodation within the area. The Superintendent of Schools' decision will be conveyed back to the Principal, who will then contact the Child Care Program Leader.

2.4.3 With the approval of the Superintendent of Schools, the Child Care Program Leader will conduct a Child Care Needs Survey (Appendix iv). A positive response equal to double the number of approved spaces (according to the Day Nurseries Act) will be considered as a demonstration of need and viability; however, approval will be subject to availability of appropriate grants and subsidies.

2.4.4 The Child Care Program Leader will inform the interested group of the terms under which Child Care Centres are operated on Board of Education premises. The following criteria apply:

- The Centre will enter into a contractual agreement with the Board of Education (Items 2.2 and 2.8).
- The Centre will be administered by a non-profit corporation with an Advisory Committee of 7 - 10 members – at least 30% being parents of children in the program, where this is feasible.
- Where two or more Child Care Programs operate in the same school, both will be administered by the same Advisory Committee.
- Where two or more Child Care Programs operate in the same school, there will be co-operation and continuous communication between the two operations, and sharing of information concerning the needs of children who attend both programs.
- The Centre will meet all health and safety standards.
- The Centre will co-operate with school administration.

- The Centre will meet the needs of the immediate community and give enrollment priority to children attending the school, or children of students attending the school.

- The Centre will be required to provide monthly financial statements, enrollment figures, newsletters, and minutes of monthly meetings of the Advisory Committee to the Umbrella Board.

2.4.5 All new Centres will be operated by the Umbrella Family and Child Centres of Hamilton Inc.

2.4.6 The Child Care Centre staff who are employees of the Umbrella Board or other agencies operating programs on Board of Education premises must attend regular in-service activities planned by the Child Care Program Leader.

2.4.7 The Assistant Superintendent of Curriculum will submit a motion to the Board of Education requesting approval to proceed after the following provisions are met:

(a) acceptance of the terms of operating a child care program on Board of Education premises,

(b) approval of the appropriate area Superintendent of Schools,

(c) establishment of need through a Child Care Needs Survey,

(d) assurance of the availability of grants, and

(e) approval of the Umbrella Board.

2.4.8 Following Board of Education approval, the Child Care Program Leader will commence grant application and licensing procedures as described in the Child Care Set-up Checklist (Appendix v).

2.4.9 The Board of Education will extend credit to new centres for the period between grant requests being approved and funds received from the Ministry of Community and Social Services. The credit will not exceed the amount of funding approved by the Ministry of Community and Social Services.

2.4.10 The Board of Education will provide operating credit for salaries as well as items purchased through the Board of Education purchasing system, with repayment due on receipt of monthly statement.

2.4.11 The Board of Education accepts no responsibility for any financial losses incurred by the Umbrella Family and Child Centres of Hamilton Inc.

2.4.12 The Board of Education will continue to endorse all Child Care Centres or Programs located on its property providing they comply with this Child Care Policy.

2.5 Policy Item: Review of Programs

2.5.1 A review of all programs on Board of Education premises will be carried out, at least once annually, by the Umbrella Family and Child Centres of Hamilton Inc.

2.5.2 If a program does not comply with this policy, discrepancies must be resolved within a 90-day period. Should the program fail to comply within this period, it will be required to vacate the premises.

2.6 Policy Item: Co-ordination of Board of Education Staff Involved with Child Care

2.6.1 It is recommended that Board of Education staff provide support to Centres under the Umbrella Board consistent with their responsibilities under Board of Education policy, as outlined in Appendices vii and viii.

2.6.2 The Child Care Program Leader will be primarily responsible for the overall co-ordination of all school-based Child Care Programs; will be a non-voting member of all Child Care Centre Advisory Committees; and will be a liaison between the Centres, the Umbrella Board and the Board of Education (Appendix vi).

2.6.3 Co-ordination of operational matters:

(a) All Child Care Centres on Board of Education premises will enter into a contractual agreement with the Board of Education (Item 2.7) to be negotiated annually by the Manager of Property and Insurance.

(b) Liability insurance for all Centres under the Umbrella Board will be arranged by the Manager of Property and Insurance. The cost of insurance will be charged back to the Centres.

(c) The Board of Education will provide Centres under the Umbrella Board with purchasing, accounting and payroll services to assist with their operation.

(d) Cleaning and caretaking services will be provided to Centres under the Umbrella Board according to the lease agreement. Details of the lease which refer to cleaning and caretaking needs of Centres will be reviewed annually by the Child Care Program Leader and the Area Supervisory Foreman and will be circulated to the Principals involved. This will ensure that all parties concerned are aware of the needs of the Centres.

(e) Repairs and renovations required by a Centre will be performed by Board of Education maintenance staff, and the costs will be charged back to the Centre.

2.6.4 Co-ordination of children with special needs:

(a) Children with special needs will be accepted into Child Care Centres in Board of Education schools. Special programing will be provided in accordance with the Ministry of Community and Social Services Day Nursery Regulations.

(b) Where appropriate and with parental consent, Child Care Centre staff will be invited to provide input for school placement of children entering Junior or Senior Kindergarten programs in the fall semester.

(c) Child Care Centres in Board of Education schools will be encouraged to establish links with Early Childhood Integration Support Services which provides programming resources for the special needs child.

2.6.5 Co-ordination with School Curriculum:

(a) When a Centre is located in a Secondary School, there will be a curriculum link-up with the Family Studies Department.

(b) When a Centre is located in an Elementary or Middle School, the Centre will be encouraged to be accessible to Family Studies students for a curriculum link-up.

(c) Other curriculum link-ups will be co-ordinated by designated school personnel.

2.6.6 Co-ordination with other school programs:

- Where a child is enrolled in both a Child Care Centre and a half-day Junior Kindergarten or Senior Kindergarten program, lunch will be provided by the Child Care Centre.

- A grade-aged child who attends a Child Care Centre before and/or after a full day in a school program will participate in the Board of Education's Lunchroom Program, and lunch will not be provided.

2.7 Policy Item: Contractual Agreements

2.7.1 All Child Care Centres on Board of Education premises will enter into a contractual agreement with the Board of Education. Lease contracts will be negotiated annually by the Manager of Property and Insurance for the Board of Education, and will specify:

- space allocated to the Child Care Centre
- accessibility (hours/days of operation)
- terms of renewal
- costs of rental, caretaking, and utilities
- obligations of groups using the space

2.7.2 Centres under the Umbrella Board participating in curriculum link-ups will be charged 50% less for operating costs.

2.7.3 The Board of Education will provide Centres under the Umbrella Board with one year's written notice to vacate should it require the space occupied by the program.

2.7.4 Other centres renting Board of Education space, not under the Umbrella Board, will continue to lease on a month-to-month basis.

2.7.5 Centres which have been built permanently into new school facilities will be exempt from having to move should the Board of Education require more space.

2.8 Policy Item: Co-operation with Other Agencies

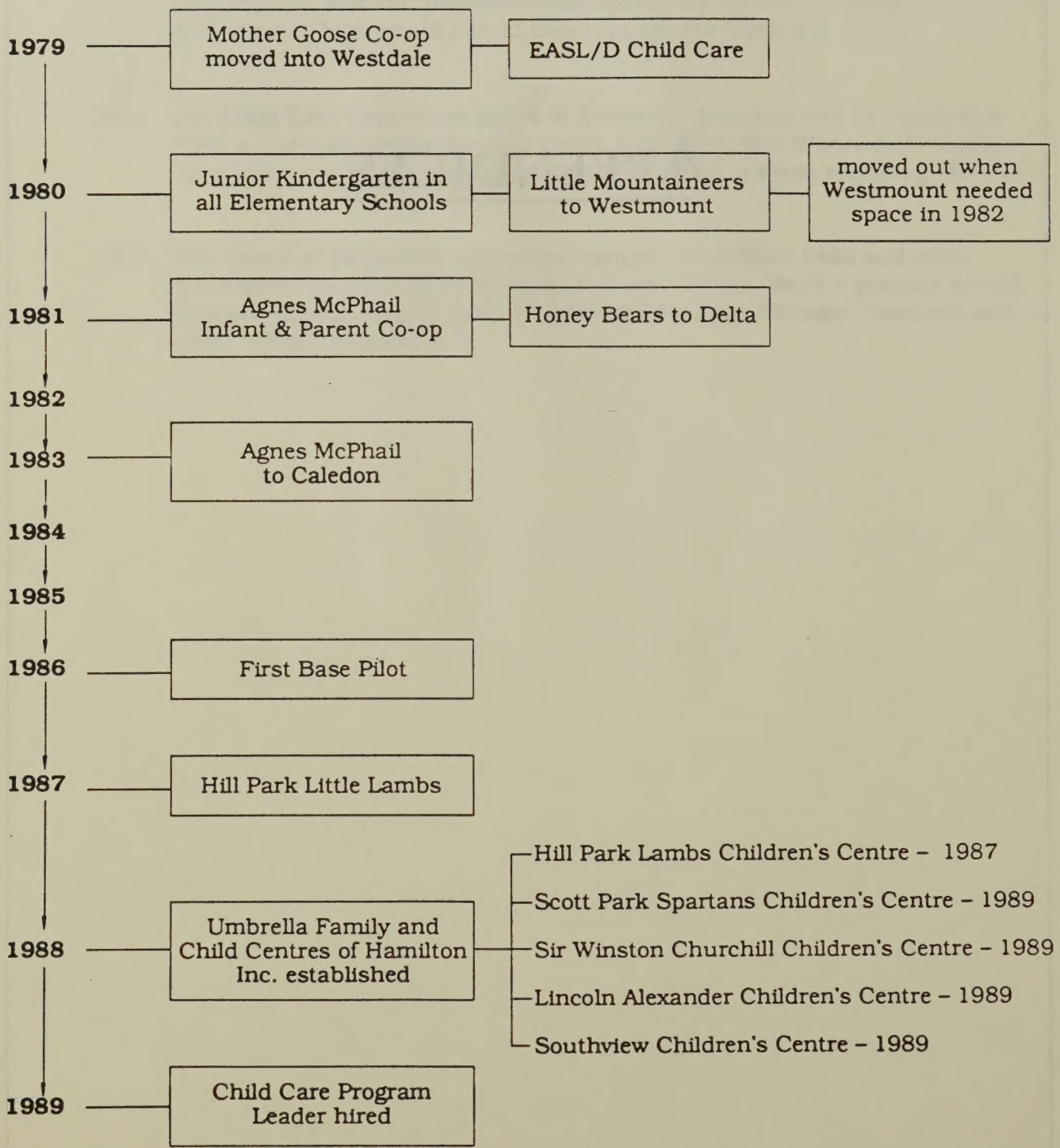
2.8.1 The Board of Education endorses co-operation with the Ministry of Community and Social Services, the Ministry of Health, the Public Health Department, and the Regional Municipality of Hamilton-Wentworth for the provision of high-quality child care through the Umbrella Board.

2.8.2 All Child Care Centres on Board of Education premises will be required to hold a purchase-of-service agreement with Hamilton-Wentworth Regional Social Services to ensure equal accessibility to all families requiring child care.

2.8.3 The Board of Education encourages centres to establish links and offer placements to appropriate colleges and universities. Such a practice would facilitate the training of Early Childhood Educators, Primary Teachers, and other related professionals.

APPENDICES

GROWTH OF BOARD INVOLVEMENT WITH CHILD CARE
The Board of Education for the City of Hamilton



Umbrella Family and Child Centres in Hamilton Schools

Child Care Program	Location	Ages Served	Hours of Operation	Cost	Phone Number
Hill Park Lambs Children's Centre	465 E 16th St.	1.5 - 5 years	7:30 a.m. - 5:30 p.m. 12 months per year	Toddlers: $105/wk Preschoolers: $95/wk	383-6732
Scott Park Little Spartans Children's Centre	1055 King St.	2.5 - 5 years	7:30 a.m. - 5:30 p.m. 12 months per year	$95/wk	545-0068
Sir Winston Churchill Children's Centre	1715 Main St. E.	2.5 - 5 years	7:30 a.m. - 5:30 p.m. 12 months per year	$95/wk	545-6558
Lincoln Alexander Children's Centre	50 Ravenbury Dr.	3.5 - 10 years	7:30 a.m. - 5:30 p.m. 12 months per year	JK & SK: $16/day Before school: $3/day After school: $6/day Before & After: $9/day	574-4323
Southview Children's Centre	205 Queensdale Ave.	2.5 - 5 years	8:30 a.m. - noon Mon - Wed - Fri	$9/session	575-9536

Other Programs in Hamilton Schools

Programs	Location	Ages Served	Hours of Operation	Phone Number
McPhail Infant & Parent Co-op	60 Caledon Avenue	0 - 5 Years	8:00 a.m. - 4:00 p.m. Sept - June	383-5344
Pied Piper Co-op Preschool	4 Vickers Road	2.5 - 5 Years	Sept - June	574-2112
Honey Bears Co-op Preschool	1284 Main Street E.	2.5 - 5 Years	Sept - June	574-2112
Mother Goose Co-op Preschool	357 Hunter Street E.	2.5 - 5 Years	Sept - June	574-2112
YMCA First Base Programs • A.M. Cunningham • Earl Kitchener • Elizabeth Bagshaw • George R. Allan • Norwood Park • Pauline Johnson • R. A. Riddell		6 - 12 Years	7:30 a.m. - 9:00 a.m. 3:45 p.m. - 6:00 p.m.	574-9400

DEFINITION OF TERMS

- DAY NURSERIES
  Refers to all child care programs licensed by the Ministry of Community and Social Services for the care of children 0-12 years old.

- TYPES OF CHILD CARE PROGRAMS:

Infant Program
Age group: under 18 months of age
Staff/child ratio: 1:3

Toddler Program
Age group: 18 - 30 months
Staff/child ratio: 1:5

Preschool Program
Age group: from 31 months up to and including 5 years
Staff/Child ratio: 1:8

School-Aged Program
Age group: for children attending school
3 yrs. 8 mos. up to and including 12 years
Staff/child ratio: 1:8 for JK/SK children
1:15 for Grades 1 - 5

This program operates daily from 7:30 - 9:00 a.m. and from 3:30 - 6:00 p.m. On Professional Activity Days and school holidays (i.e., March Break and Christmas)., the program operates from 7:30 a.m. - 6:00 p.m.

Nursery School/Half-day Program
Age group: from 31 months up to and including 5 years
Staff/child ratio: 1:8

This is generally a 2-1/2 to 3 hour program.

Co-op Preschool
Same as Nursery School/Half-day Program, but with parent participation on board and in classroom.

- MINISTRY OF COMMUNITY AND SOCIAL SERVICES (MCSS)
  The Provincial Ministry responsible for Day Nurseries.

- DAY NURSERIES ACT
  Legislation that determines day nursery standards. Guidelines are very specific and must be adhered to.

- E.C.E.
  Early Childhood Educator/Education

- PURCHASE-OF-SERVICE AGREEMENT
  A legal agreement between the Child Care Centre and the Regional Municipality of Hamilton-Wentworth to have subsidized children in a program. The program bills the Region directly for the care of these subsidized children.

- SPACE REQUIREMENTS
  Preschool programs are required to have at least 45 square feet of indoor free floor space per child. There must be a sink and a toilet for every 15 children. There must be an outside fenced-in play space with at least 80 square feet per child.

  Kindergarten and School Age Programs are required to have at least 45 square feet of indoor free floor space per child. The program should also be located close to a washroom and the outside playground. It would be preferable to have a sink in the room.

- CALCULATION OF FEES
  The total cost of the program is divided by the average estimated number of children and the number of days of operation to arrive at a per diem rate.

- CHILD/DAY CARE SUBSIDIES
  Applications for subsidy for child care are made to the Regional Social Services Department. The subsidy workers calculate the subsidy based on the family's total income from all sources minus its total expenses. All of the expense categories for items such as rent, food, clothing, transportation, etc., have ceilings. Any monthly income in excess of approved expenses is what the family is expected to pay for child care.

CHILD CARE NEEDS SURVEY

INFORMATION ON CHILDREN

(For additional children, please record information on reverse of this form.)

First Name	Last Name	Sex	Date of Birth
_____	_____	_____	_____
_____	_____	_____	_____

Present School/Day Care Facility: _____

Home Address: _____ **Home Phone:** _____

Mother's Name: _____ **Work Phone:** _____

Father's Name: _____ **Work Phone:** _____

What is the most convenient time to reach you by phone? _____

When do you require care? (Please check appropriate boxes.)

Monday	Tuesday	Wednesday	Thursday	Friday
☐ AM ☐ PM	☐ AM ☐ PM	☐ AM ☐ PM	☐ AM ☐ PM	☐ AM ☐ PM

Special Child Care Needs? (Include days and times.)

_____

_____

	Yes	No
Do you require Day Care Subsidy assistance through Regional Social Services?	☐	☐
Are you interested in being a member of the committee established to help administer the Child Care Centre?	☐	☐

PLEASE NOTE: This is only a survey and does not represent a commitment by either party to child care needs.

_____

Parent's Signature

CHILD CARE SET-UP CHECKLIST

ITEM	COMPLETED	DATE	COMMENTS
1. Initial meeting with Principal, information to Umbrella Board.			
2. Superintendent of Schools gives approval to proceed.			
3. Child Care Needs Survey sent to community.			
4. Operator chosen; operator accepts criteria for operation of centre.			
5. Umbrella Board approved.			
6. Board of Education approves motion to proceed.			
7. Intent form sent to MCSS; grant proposal submitted.			
8. Advisory Committee established.			
9. Initial health and fire visits made.			
10. Zoning approval received from City Hall.			
11. Renovations drafted and sent to Building Dept.			

CHILD CARE SET-UP CHECKLIST

ITEM	COMPLETED	DATE	COMMENTS
12. Budget estimate for renovations received from Building Dept.			
13. MCSS Grant Proposal written, including projected budget.			
14. Regional Social Services advised of new centre; Purchase-of-Service agreement is requested.			
15. MCSS funding is approved – order supplies and equipment.			
16. Hiring committee struck to hire supervisor (include parent reresentation., Principal or Family Studies Head where applicable, & Umbrella Board member).			
Hiring Procedures a) Position advertised			
b) Acknowledgement letters sent			
c) Job description written			
d) Hiring Committee meets to plan questions and organize interview times			
e) Interview applicants – decide who will give feedback			
f) Check references			

CHILD CARE SET-UP CHECKLIST

ITEM	COMPLETED	DATE	COMMENTS
g) Present choices to Umbrella Board for ratification			
h) Sent letters to all applicants			
i) CCPL notifies HRD of new staff			
17. The Program Supervisor (with help from Child Care Advisory Committee and CCPL) will: a) arrange insurance.			
b) arrange final health and fire visits.			
c) hire remaining staff.			
d) register children.			
e) set up books for fee collection.			
f) inform parents of RSS subsidy requirements and refer where appropriate.			
g) order supplies.			
h) arrange phone installation.			
i) set up physical environment.			
j) write policy, procedure manual, and staff policies.			

CHILD CARE SET-UP CHECKLIST

ITEM	COMPLETED	DATE	COMMENTS
k) interview parents.			
l) contact Co-operative Education Dept. for student placement.			
m) arrange advertising.			
18. The Child Care Centre Advisory Committee will: a) establish signing officers.			
b) open bank accounts.			
c) establish contracts with staff			
19. Establish relationship with Umbrella Board.			

ROLE DESCRIPTION
CHILD CARE PROGRAM LEADER

The Child Care Program Leader:

- will be primarily responsible for the co-ordination of all school-based child care programs.
- will be responsible for implementation of the Child Care Policy of the Board of Education.
- will be a liaison between the Child Care Centres, the Umbrella Board and the Board of Education.
- will assist community groups and schools in needs assessments, waiting lists and procedures to establish child care programs.
- will liaise with government and community agency representatives on child care policies, regulations and grant applications.
- will work intensively with program supervisors and advisory committees for the start-up period and first year of operation.
- will assist with and monitor budgeting and grant management for the Child Care Centres and their advisory committees.
- will be a non-voting member of each Child Care Centre advisory committee.
- will provide professional development and in-service activities for centre supervisors and staff.
- will continue to focus on program as well as operational aspects of the centres.
- will represent and promote the Hamilton Board of Education's child care program in the community.
- will report to the Co-ordinator of Family Studies, Curriculum Department, Hamilton Board of Education.

ROLE OF THE PRINCIPAL IN THE PROVISION OF CHILD CARE SERVICES

The Principal of a school with a Child Care Centre is a key person in the development of a positive relationship between the teachers in the school, the child care staff and the community. The Principal will support and encourage program co-ordination by:

- sitting as a non-voting resource person on the Child Care Centre Advisory Committee (or by appointing a designate).
- organizing, in the fall of each year, a meeting for Child Care Centre and school staff to co-ordinate program planning and procedures for the coming school year. Issues to be discussed would include (where applicable):
  - shared facilities (i.e., gym, playground)
  - scheduling of same
  - fire drills
  - use of public health nurse
  - morning/afternoon registration
  - parking/drop-off
  - emergency evacuation
- organizing, in the fall, a meeting of kindergarten, child care and other school staff to promote consistency and sharing of information regarding children who attend both programs.
- assisting child care and school staff to schedule sharing of activities and resources where appropriate and feasible (i.e., outdoor equipment, gym, audio-visual equipment, parent meetings).
- providing guidance to community/parent groups interested in the establishment of a Child Care Centre in conjunction with Child Care Program Leader, and acting as a liaison with the community before Child Care Centre staff are hired.
- being involved during the establishment and development of a Child Care Centre and having on-going participation on Advisory Committee.
- promoting the Child Care Centre through newsletters, joint open-house activities, etc.

ROLE OF OTHER BOARD PERSONNEL IN THE PROVISION OF CHILD CARE

a) **The Family Studies Co-ordinator will:**

- provide leadership regarding needs and developments in Family Studies and Child Care education to supervisory staff, principals, teachers, trustees and the public.

- evaluate and recommend resources for use in Family Studies and Child Care Programs.

b) **The Consultant for Junior Kindergarten/Early Identification will:**

- co-operate with the Child Care Program Leader, preschools and community agencies to foster communication between kindergarten teachers and early childhood educators.

- interpret the programs and practices in Junior and Senior Kindergarten to parents, preschools and other community agencies (in concert with the Child Care Program Leader).

- facilitate the integration of special needs children from child care centres into kindergartens by sharing information with centre staff through intake meetings and school visits.

- work with the Child Care Program Leader in designing areas of common use.

c) **The Co-ordinator of Co-operative Education will:**

- encourage secondary school monitors of students in the Co-operative Education program to give priority of placement to Child Care Centres operating on Board of Education property.

d) **The Lunchroom Program Leader will:**

- work with the Child Care Program Leader to enhance program compatibility for children attending both programs.

e) **The Manager of Property and Insurance will:**

- negotiate annual leases with all Centres.

- arrange liability insurance for all Centres, costs of which will be charged back to Centres.

f) The Manager of Purchasing will:

- facilitate the extension of purchasing services to Centres under the Umbrella Board.

g) The Manager of Financial Services will:

- facilitate the extension of credit, accounting and payroll services to Centres under the Umbrella Board.

h) The Superintendent of Plant will:

- facilitate building and renovations to new and existing Centres after consultation with the Child Care Program Leader.

i) The Superintendent of Schools will:

- determine the feasibility for establishment of a new centre according to accommodation needs and program goals within the particular school area.

j) The Assistant Superintendent of Curriculum will:

- monitor the Child Care Program through regular contact with the Co-ordinator of Family Studies and the Child Care Program Leader.

- submit a motion to the Board of Education for approval to proceed with licensing of new centres, after criteria for establishment have been met.

MEMBERS OF THE CHILD CARE POLICY TASK FORCE FOR THE HAMILTON BOARD OF EDUCATION

Marian Avery.....Lunchroom Program Leader

Ken Bain.....Principal, Lincoln Alexander Elementary School

Judi Binns.....Vice Principal, Sir John A. Macdonald Secondary School

Judith Bishop.....Trustee

Jacquie Diverty.....Principal, Glen Echo Elementary School

Ed Hodgins.....Manager, Financial Services

Stephanie King.....Guidance Department, Westmount Secondary School

Jennifer Powell-Fralick.....Child Care Program Leader

Jim Riley.....Manager, Engineering/Maintenance

Shelagh Simpson.....Primary Consultant

Linda Woolfrey-Cooper.....Co-ordinator, Family Studies

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

S P E C I A L M E E T I N G

URBAN MUNICIPAL
DEC 6
GOVERNMENT DOCUMENTS

1989 11 30

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Trustees Bishop, Desmarais, Kennedy and Clarke; Mesdames Dennis, Masters, Oommen, Trott and Warren; Miss Dalziel and Ms. Knol; Drs. Marshall and Toby; Messrs. Adamson and Foster)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **MONDAY, 1989 12 11 in Rooms 2, 3 and 4 at 19:00 hours** at the Education Centre.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,

K. A. Rielly
Director of Education
and Secretary

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Attachment

Notice to all Trustees and Representatives

Members are requested to phone their regrets for this meeting to the Minute Room.

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1989 12 11

Election of a Chairman

Confirmation of the minutes of the last meeting - 1989 11 15

BUSINESS ARISING OUT OF THE MINUTES:

G E N E R A L

1. Member Organization Update:

Liz Warren Ham.Council of Home & School Assoc.	Jeff Foster Parents' Committee, CNIB
Ian Adamson Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter	Judy Masters Hamilton & District Parents of Physically Handicapped Children
Dr. Dan Marshall Hamilton & District Association for the Mentally Retarded	Doreen Knol Association for Bright Children
Nalda Dalziel Hamilton & District Society for Disabled Children	Sylvia Trott Assoc. for Children and Adults with Learning Disabilities
Frances Oommen Down's Syndrome Assoc. of Hamilton	Sophie Dennis About FACE
Additional Members	
Dr. Jeffers Toby Ontario Psychological Association	Vida Mazza Hamilton-Wentworth Home Care
Geraldine Schram Augmentative Communication Collective	
Community Resource	
Dr. Philomena Newberry	Lynn Ormerod Canadian Hearing Society

2. Chairman's Report — J. Bishop
   .Report on SEAC Conference

3. Assistant Superintendent's Report — J.Yurkiw
   .Custody, Access Procedures
   .School Day - Special Education
   .Board of Education, City of Windsor

4. Co-ordinator's Report — R. Adams
   . Special Education Plan

5. Tabled Motion:
   That SEAC recommend to the Board that:
   (a) improved accessibility for disabled children be a primary concern in any renovation or repair made by the Board, its staff or agents of the Board,
   (b) the concern for improved access be reflected in all pertinent Board manuals and Operations Procedures, and
   (c) SEAC receive a report in September, 1990, outlining the specific steps taken to ensure improved accessibility in ongoing renovation and repair.

6. Trainable Retarded — Dr. Marshall
   - Name Change

NEW BUSINESS

1. Priority Agenda Items
   .Psychological Update — Dr. Bountrogianni
   .September Ministry Report — R. G. Adams

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